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THE UNIVERSITY RECORD.

University of North Carolina.

VOL 1., NO. 1. CHAPEL HILL, N. C. DECEMBER, 1896.

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THE UNIVERSITY RECORD AND THE ALUMNI.

It is hoped that the University Record will serve the good end of binding the Alumni more closely to the University, giving them a living interest in her welfare and a better knowledge of her work. It will form a channel of communication between the University and the alumni, telling of every phase of Universty life and work. An earnest effort will be made to keep up with the career, success, and honors of the alumni. The University is proud of her sons and is anxious for them to keep in touch with one another. It is hoped that every loyal alumnus will find the Record so full of news-notes of college life and college friends that it will prove a most welcome visitor.

The Alumni can easily make this effort a success by sending such items of news concerning themselves or other alumni as will be of interest, promotions in business, political preferment, publication of books, or articles in journals, etc. It is especially requested that newspaper clippings and notices of deaths of old college mates be forwarded. Without such aid on the part of alumni the portion of the Record devoted to them cannot be as complete as it should. And, lastly, your cordial financial support is needed. The beginnings of the Record are very simple and unpretentious. A generous subscription list will render it possible to improve it and put it on a substantial basis.

The University Press Company has consented to relieve the University of all financial responsibility connected with the University Record. This is a wise step for the University but throws a serious responsibility upon the Press. Unless the Alumni are interested enough to subscribe, the enterprise will prove a heavy one to carry. If the enterprise yields sufficient profits these will be applied to the improvement of the journal in size and scope. A word or two as to the University Press will not be out of place.

The University Press was established nearly three years ago by a few members of the faculty and others for the benefit of the University. The printing for the last two years has been done almost exclusively by students. There are, at present, five students at work in the office, three of whom pay their entire living and collegiate expenses by the work. The stockholders have been much discouraged at the financial returns of the company and have been chiefly induced to continue the work by the knowledge that so many students were, by means of it, enabled to secure a University education. There have been no dividends in these three years and there is still a debt of several hundred dollars upon the company. Besides aiding

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these young men the University press has proved a great advantage to the University by doing cheap, quick work for it. It is right to state these facts concerning the company for a proper understanding of its relations to the University and to the RECORD.

EXPANSION OF THE UNIVERSITY.

The University of North Carolina stands for Christianity, democracy, citizenship and culture. All sects, parties and conditions meet in its walls and rise by the might of merit. It is philanthropic in its poverty and claims without boasting, that it accomplishes honest and earnest work on inadequate means by the exercise of energy and economy.

Each year works some expansion in its life. The men of the '80's will recall that the subjects of History, Philosophy and English were then in charge of one professor. Now there are three full professors in these departments and two competent assistants. Instead of one unwieldy freshman class in English there are now four sections with about twenty-five students in each, while in history seven distinct courses are offered. The Modern Language department has been strengthened by additional teaching force and subdivided into teachable sections.

In the natural sciences there is even greater enlargement. There is a full chair of Biology with two assistants with a laboratory equipped for advanced work occupying the top floor of the New East. There is a full Professor of Geology and one Assistant, a full Professor, an Assistant Professor and two assistants in Chemistry and a full Professor and an assistant in Physics.

THE SCHOOL OF PEDAGOGY has grown steadily and is already sending its students to responsible positions in the schools of the State. The successor of President Alderman will be elected in a few months.

There is no preparatory department in the University. A University graduate has opened with great success a Graded School in the village comprising also primary and grammar school departments. J. W. Canada '96 is Superintendent, Miss Hendon and Mrs. Wilson assistants. The school prepares young boys for college and at the same time forms a practice school for students in the School of Pedagogy re-established here in 1893.

THE MEDICAL DEPARTMENT has also grown in numbers and influence. This fall a second year's course has been added under the charge of Dr. Chas. S. Mangum, and Dr. Whitehead has inaugurated a bacteriological laboratory. In physical culture the development has been most notable. Organized athletics have given us strong teams in football, baseball and tennis. Memorial Hall gives us the most spacious gymnasium in the country, and physical culture in charge of an expert is obligatory upon all and is on the same footing as science and letters. This year the Instructor begins a series of scientific measurements looking to the systematic bodily development of the young men.

EXPANSION OF THE MEDICAL SCHOOL TO A TWO YEAR COURSE.—The demand for a more thorough medical training has led to an increase of the course to one of four years in the best medical colleges of the country. This demand and the increased attendance of students in the Preparatory Medical School of the University have led to a corresponding increase of the term to two years. With a view to this enlargement, Dr. Whitehead spent the Summer vacation at Johns Hopkins University looking into recent improvements and advances in the line of Medical Education. He has added to his course for the benefit of the second year students the study of Pathology and Bacteriology. By the kindness of the Johns Hopkins authorities a very complete supply of

pathological material and set of pathogenic bacteria have been placed in his laboratory, enabling him to cover with the second year students the entire ground in these two branches of the science. For the work of the students a laboratory has been fitted up with microscopes, oil immersion lenses, bacteriological apparatus, etc.. at considerable expense. The course has also been considerably strengthened by the addition of Embryology and Comparative Anatomy taught by Dr. Wilson, and the special work in Chemistry and Toxicology by Drs. Venable and Baskerville.

This extension of the Medical Course has called for the addition of another teacher and the University is to be congratulated upon the selection of Dr. Charles S. Mangum to fill the place. Dr. Mangum is a son of Professor A. W. Mangum who was so long a professor in the University. He graduated A. B. with the class of 1891 and with the Medical Class of 1892. In 1894 he graduated from the Jefferson Medical College. He became Assistant Demonstrator of Anatomy at Jefferson College and Resident Physician at the Hospital of the Polyclinic Medical College. Afterwards he was assistant surgeon to the Lehigh and Wilkesbarre Co. in Western Pennsylvania. In May last he stood the examination before the State Board of Medical Examiners and took the Appleton Prize for the best examination. He was elected by the Trustees of the University to the Professorship of Physiology and Materia Medica. He will also give instruction in Minor Surgery and Microscopical Urinary Analysis. The University can very well afford to feel proud of its strong, progressive and well equipped School of Medicine.

THE COMMONS.—In externals, too, things have greatly improved. The village, grounds, buildings, halls, are lighted by electricity generated by a plant owned by the University. The village is fresher and tidier than in the old days and the walks and campus more sightly. Through the beneficence of Mrs. Frederick Baker of New York 170 students now dine in Commons. Their dining room, the gymnasium, is one of the prettiest dining rooms in the State; the waiters are students defraying their expenses in that way. The price of board is $8.00 a month, and it is good, well served, well cooked, wholesome food. Much is hoped for the enterprise in the way of helping students, reducing expenses, healthful food and the opportunity for developing college spirit. It is a very definite gain when a young man can be sure of getting his board for nine months for $72.00.

NEEDS OF THE UNIVERSITY.

Great as have been the improvements here the needs are still greater. This is a well known paradox in college life. No college can exist, much less grow on its patronage, and hence the more students, the greater poverty unless aided by State or endowment. The larger purposes and plans of the University are not here referred to, but only those that demand immediate attention.

THE LIBRARY is the heart of any University. "The true university," declared Thomas Carlyle, "is a collection of books." We have a noble collection here, though, of course, our accessions are meagre compared to our needs and to the annual out-put of books. Our building is entirely inadequate as a home for these books. Externally and internally it lacks dignity, comfort, space and beauty. The shelves are crowded beyond their capacity, thousands of available pamphlets are unbound and unclassified, and the building can not be properly heated or lighted Fortunately the building can be easily renovated and fifteen hundred or two thousand dollars would make it a worthy home for our books.

The next great need is an adequate system of

water works. For a number of years efforts have been made to get water from wells. But this will not do and the water must be brought from neighboring streams in sufficient quantities to assure the needs of all of our students. from both a sanitary and hygienic point of view. This is an absolute necessity.

Just one more word. Science cannot be taught cheaply. The modern laboratory with its apparatus and its equipment necessitates the use of money. The charges to pupils barely cover wear and tear. Money is urgently needed to buy new apparatus, to re-stock the old and to keep pace with the marvelous scientific development of the age. Whatever this may cost it will return rich dividends.

FACTS ABOUT THE STUDENTS.

In order to throw light upon the source from which the University derives its growth, the registrar has for the past two and a half years gathered statistics in regard to the incoming students. These statistics, which are tabulated below, show that when there has been any marked increase in the number of students entering the University this increase has come from the farmers. The statistics show also that the University represents the whole people, and is educating all classes.

Professions of Fathers.	Class of 1900.*	Class of 1899.†	Class of 1898.†	Class of 1897.	Class of 1896.	Class of 1895.
Farmers,	57	76	17			
Lawyers,	16	19	4			
Doctors,	7	12	–			
Merchants,	7	23	3			
Manufact'rs,	7	11	3			
Preachers,	3	6	2			
Teachers,	3	5				
Contractors,	4	3	1			
Mechanics,	3	2				
Bankers,	2	1	1			
Miscellaneous,	10	11	3			
Unknown,	3	4	1			
Total new men	122*	173	139	192	121	95
ent'r'g Univ.	1896.	1895.	1894.	1893.	1892.	1891.

*Fall registration only. †Spring registration only.

The registration in all departments of the College for the past six years has been as follows

Year.	Graduates.	Seniors.	Juniors.	Sophomores.	Freshmen.	Optional.
1891–92,	5	37	32	30	77	18
1892–'93,	11	26	33	56	86	35
1893–'94,	7	31	39	75	118	34
1894–'95,	6	40	51	81	93	46
1895–'96,	13	39	51	57	103	70
1896–'97,*	9	45	52	82	69	37

*Fall registration only.

Aside from the steady growth of the College Department, shown by this table, an interesting feature brought out is the fact that we have registered more men in the three upper classes this year than at any time since the re-opening of the University. A change of the administration prevented the canvassing of the State for new students during the past summer, but the Spring

registration promises to bring up the number of Freshmen, and these with the large increase in the number of old students will give us the largest total registration in recent years.

Freshmen and Optional students entering September, 1896,	106
Prepared in graded schools,	19
From other colleges,	8
From private schools,	75
Prepared at home,	4
Average age of entering class,	17 yrs. 10 mos.
Oldest member of class,	26 yrs. 4 mos.
Youngest member of class,	14 yrs. 10 mos.*

*In College because he has an older brother here.

The number of students who have received a part of their preparation in the public schools has not been exactly ascertained though it comprises a large number. It is interesting to note than 19 were wholly prepared by the graded schools. Many others were prepared in part by these schools, but received the final college preparation in higher schools.

LAW, MEDICAL, AND SUMMER SCHOOL.

	1894	1895	1896
Law School	73	52	49
Medical School	26	30	36
Summer School	59	140	153
Summer Geology	5	5	5
Summer Biology	2		

THE UNIVERSITY—GENERAL SUMMARY.

1891-'92.	1892-'93.	1893-'94.	1894-'95.	1895-'96.	1896-'97.*
248	316	398	471	535	528

*Fall registration only.

It should be remembered that the above facts as to the parentage of the students relate only to the Freshman class. The facts for the whole college would show if they could be obtained, an overwhelming majority of farmer's sons.

Statistical investigation is in progress relative to the number of men in the University who are working their way through college and earning the money necessary to their support. This will be published in the next issue.

ATHLETICS.

"*Mens sana in corpore sano*" meets due recognition on the "Hill." Mr. H. E. Meehling, Y. M. C. A. Training School, Springfield, Mass., '93, has become Instructor in Physical Culture. After being graduated from the training School just mentioned, Mr. Meehling was appointed Assistant Professor of Physical Culture there. He served in that capacity for three years, and so he comes to the University fully equipped to develop the youth of our state.

Every student is required, provided he is not training for one of the athletic teams, to attend the gymnasium one half hour each day and to go through exercises prescribed by the instructor. Each student on entering the University is measured and suitable exercises laid out for him so that he may fully and equally develop his body. In this way many deformities are in time overcome.

As a stimulus for excellence in such work, several in-door contests are to be held during the year in Memorial Hall, which has been more fully equipped for gymnastic exercises. The men showing up best in these contests are to receive prizes and have the honor of representing U. N. C. in the Southern Intercollegiate Field Sports in the Spring, an effort for the establishment of which is now being made.

Through the generosity of Mr. H. S. Lake, '98, the University has been provided with an excellent one-sixth-mile cinder track. There is also a 140 yard straight-away cinder path for dashes.

FOOT BALL.—Only two of last year's brilliant

foot ball team returned to college. Amongst the new students big, strong, gritty men were scarce. Some good light men, however, went promptly into training. Captain Whitaker sought out the available material from every nook and corner in college. About fifty candidates for the team presented themselves. Mr. Gordon Johnston, Princeton '96, a native North Carolinian, began coaching the team on the first of October. Mr. Johnston is the oldest son of General R. D. Johnston '57, of Birmingham, Ala. The Athletic Association is to be congratulated upon securing the services of such a valuable man as coach. Phil King, the great Princeton player, says "Gordon Johnston is the best coach Princeton ever sent out." His knowledge of the game and gentlemanly conduct have earned for him a warm place in the hearts of the student body. Games have been or are to be played with Guilford College, Virginia School of Technology, University of Georgia, Hampton, Charlotte, and Greensboro. On Thanksgiving Day we meet Virginia again.

While this training of a 'Varsity Team is helpful in many ways and necessary for keeping up a lively interest in the sport it is by no means all that is done in the line of this healthy, vigorous game. Each class has its team practicing diligently upon the field. The Medical students have also organized and have the material for an excellent team. Every evening these teams, and often their scrubs, are out upon the field, kicking, tackling, falling on the ball and filling their lungs with fresh, pure air after the long hours of the class rooms. Those who have to provide supper for these young athletes are the ones who have most cause to dread the game. A visitor on any afternoon would see the athletic field in the possession of seventy-five or a hundred of these young men encased in their foot ball armor and could not fail to be impressed by the sight of so many ardent followers of the sport.

The South has need of strong men, vigorous in body as well as mind, and the University intends to do its share in training them and in encouraging all manly sports.

A great deal of interest was taken by the students in the class championship games. They were largely attended and the respective sides were enthusiastically cheered. In the first contest between the Juniors and Sophomores, the former won. The Seniors then won from the Freshmen, and when pitted against the Juniors showed their superiority again, thus winning the championship of the University. The Freshmen won the second place. As one of the players on the Medical Team was disqualified they could not enter the list for the University championship. In an exhibition game they succeeded in defeating the Seniors. These games have been interesting and beneficial in many ways.

TENNIS is exceedingly popular amongst the students. There are a dozen good gravel courts which are occupied during the students' leisure hours. A tournament is held during the fall and spring for the championship. Frequently members of the faculty join in with students from all departments in the contest. In October A. W. Mangum, '97, won the championship, K. B. Lewis winning the championship of the Freshman Class, C. S. Alston of the Sophomore, and R. H. Lewis that of the Junior Class.

Badminton is also being introduced, and a golf club was organized last year.

Athletics at the University are under the the control of a committee on athletics. The powers of this committee are supplemented by an advisory committee consisting of a Faculty representative, a graduate and a representative of the student body. These two last members are chosen by the General Athletic Association of the University. All students are eligible to membership in this Association.

LITERARY ACTIVITY OF THE ALUMNI, FACULTY AND STUDENTS DURING 1896.

WILLIAM B. PHILLIPS, PH. D.

The Magnetization and Concentration of Iron Ores. Trans. Amer. Inst. Mining Engineers, Vol. XXV.

A New Industry. Eng. and Mining Journal, Vol. LXI, p. 64.

Concentration of Low Grade Iron Ores, Ibid. Vol.L XII,pp. 72, 105, 124, 151.

Review of Carnot's Methodes d'Analyse des Fontes, des Fers et des Aciers p. Ibid. LXII, 315.

Criticism of Cambell's Manufacture and Properties of Structural Steel. Ibid. Vol. LXII, p. 340.

Iron Making in Alabama. pp. 170. Published as a bulletin of the Ala. Geological Survey.

E. A. deSCHWEINITZ, PH. D.

A Meteorite from Forsyth Co. N. C. Amer. Jour. Science, 1896, p. 208.

The use of the Colorimeter in detecting Adulterations of Butter and Lard. Jour. Amer. Chem. Soc. 1896, p. 374.

Butter Substitutes and their Relation to Health. Department of Agriculture Year Book 1896.

Further Study of the Fats of the Tuberculosis baccillus. Jour. Amer. Chem. Soc. Vol. XVIII. p. 449.

Tuberculosis Investigations. Bulletin Depart. Agriculture.

Antitoxic Serums for Hog Cholera and Swine.

Plague. New York Medical Journal, Sept. 1896.

A Lamp for Generating formaldshyde Gas. Public Health Assoc. Meeting at Buffalo, 1896.

The Value and Use of Formalin as a Disinfectant. Amer. Assoc. Advancement of Science, Buffale Meeting.

Animal Experimentation and Biochemistry. Amer. Assoc. Advancement Science. Buffalo Meeting.

STEPHEN B. WEEKS, PH. D.

Southern Quakers and Slavery. Octavo pp. 414. The Johns Hopkins Press.

Review of Bruce's Economic History of Virginia in the Seventeenth Century. Yale Review V, pp. 94–98.

A Preliminary List of American Learned and Educational Societies. Report of the Commissioner of Education.

A Check List of American Summer Schools, Ibid.

English Methods of Studying American History. Ibid.

Libraries and Literature in North Carolina in the 18th Century. Report American Historical Association.

JOSEPH V. LEWIS, S.B.

Corundum and the basic Magnesian Rocks of Western N. C. Bulletin 11, N. C. Geologcal Survey.

M. C. S. NOBLE.

Geography of North Carolina, A Supplement to Maury's Manual.
University Publishing Co.

WALTER CLARK, LL.D

The Supreme Court of Mexico. The Green bag, May 1896.

The Vice President; What to do with him. The Greenbag, October 1896.

Inevitable Constitutional Changes.
North American Review.

The Land of the Noon Day Sun.
The Arena, February—June 1896.

Free Coinage Indispensable.
The Arena, Nov. 1896.

E. A ALDERMAN, D.C.L.

History of North Carolina. Ginn & Co. Boston, 1896.

The University and the State in the South. Read before the National Educational Association at Jacksonville.

COLLIER COBB, A.M.

The Origin of the Topographic Features of North Carolina. Presented before Geological Section, Amer. Assoc. Adv. Science, Buffalo Meeting.

Some Beginnings in Science. Illustrated. Popular Science Monthly. Oct. 1896.

F. P VENABLE, PH.D.

Some Difficulties in the Presentation of the Periodic Law. Science 1896, 161.

The Use of the Periodic Law in Teaching Inorganic Chemistry. Amer. Assoc. Advancement of Science, Buffalo Meeting.

The Development of the Periodic Law. pp. viii, 321, Chemical Publishing Co. Easton, Pa.

F. P VENABLE. and THOMAS CLARKE.

A Study of the Zirconates. Jour. Amer. Chem. Soc. XVIII 434.

CHARLES BASKERVILLE, PH.D.

The University of North Carolina. Illustrated. The American University Magazine1896, pp. 335, 389, 297.

President George Tayloe Winston. The American University Magazine. 1896, p. 310.

Reduction of Concentrated Sulphuric Acid by Copper. Jour. Amer. Chem. Soc. Vol. XVIII. 943.

H. V. WILSON PH.D. AND G. H. KIRBY.

Description of some muscles of the Cat. Journal Elisha Mitchell Scientific Society XII. pt. 2, p. 10.

KARL P. HARRINGTON, M. A.

Is there any Trace of the Tarpandrian Law in Tibullus. Trans Amer. Philological Assoc XXVI. p. 61.

A Neglected use of the Latin Imperative. Trans. Amer. Phil. Assoc. XXVI. p. 61.

One of the Debts of Roman Literature to Early Roman Tragedy. Meeting Phil. Assoc. July 8, 1896.

K. P. BATTLE, LL.D.

"Knowledge is Power." The Practical Benefits of Education. Address before the Medical College of South Carolina.

The Lessons to be derived from the First Hundred Years of our National and State Constitutions. Read before the North Carolina Teachers Assembly at Asheville.

THOMAS HUME, JR., D.D.

The Family as an Instrument of Education, viewed from its Structure. Read before American Society for Religious Education at Washington, D. C.

Moral Teaching through Literature. The Method and Practical Result. Read before N. C. Teachers Assembly, at Asheville.

The Making ef the English Bible. Read before the Southern Biblical Assembly.

Literary Authors for Christian Service, and Heredity and Culture in the Child's Earliest Religious Life. Delivered before Summer Assembly of the Baptist Y. P. Union of America.

The table of contents of the two numbers of Volume XII of the *Journal of the Elisha Mitchell Society*, issued during the current year are here added in evidence of the general literary work of the University.

PART FIRST—VOLUME XII.

Reactions between Copper and Concentrated Sulphuric Acid, by Chas. Baskerville.

Some of the Properties of Calcium Carbide, by F. P. Venable and Thomas Clarke.

Zirconium Sulphite, by F. P. Venable and Chas. Baskerville.

The Chlorides of Zirconium, by F. P. Venable.

The Drudgery of Science, by F. P. Venable.

Notes on the Underground Supplies of Potable Waters in the South Atlantic Plateau, by J. A. Holmes.

PART SECOND—VOLUME XII.

Notes on Kaolin and Clay Deposits of North Carolina, by J. A. Holmes.

Description of Some Muscles of the Cat, by H. V. Wilson and G H. Kirby.

Origin of the Peridotites of the Southern Appalachians, by J. V. Lewis.

Monazite, by H. B. C. Nitze.

Table of Contents of the First Twelve Volumes.

MEETINGS OF THE LEARNED SOCIETIES.

THE PHILOLOGICAL CLUB.

The Philological Club met on Tuesday evening Sept. 29. The following papers were read:

The Earliest Printed Translation of the "De Imitatione. Professor Hume.

The First Roman Comedies. Professor Harrington.

Notice of Kuno Francke's "Social Forces in German Literature." Professor Toy.

The Club held its second meeting on Tuesday evening, October 27. The papers read were as follows:

Latin i-stems of the reduced Nominative. Dr. Linscott.

The Lay of Hnaef: A study of the Primitive Epic. Mr. W. J. Horney.

Is the Plot of the First Importance in Adam Bede? Mr. May.

The Birth-year of Tibullus. Professor Harrington.

The Liberty-idea in Die Rauber. Professor Toy.

THE PHILOSOPHICAL CLUB.

The Philosophical Club met Tuesday evening October 6. The subject annouced for discussion was:—

The Nature of Mathematical Knowledge.

The following papers were read:

Mathematical Knowledge is merely a Matter of Perception of Relations. Mr. S. B. Shepherd.

Mathematical Knowledge involves Pure Reasoning. Mr. T. L. Wright.

SHAKESPEARE CLUB.

The Shakespeare Club met October 13th. The following papers were read:

Evolution of the Drama. T. F. Kluttz.

War of the Roses, its Vicissitudes and Great Leaders. R, V. Whitener.

Women of Part Three of Henry the Third. P. T. Cheek.

The second meeting of the Club was held November 5th. The papers read were as follows:

Metre in Mystery and Morality Plays. W. S. Myers.

Did Voltaire Understand Shakespeare? Samuel May.

Dramatic Irony in Richard the Third. T. L. Wright.

Marlowesque Features in Richard the Third. D. Eatman.

HISTORICAL SOCIETY.

October meeting.

The Hawfield Settlement. J. S. White.

The First Prohibition Movement. T. G. McAlister.

ELISHA MITCHELL SCIENTIFIC SOCIETY.

The Elisha Mitchell Scientific Society held its 102nd meeting on October 13th. The following papers were read:

Mica and Mica Deposits in North Carolina. Professor Holmes.

The Buffalo Meeting of the American Association for the Advancement of Science. Professor Venable.

The 103rd meeting of the Elisha Mitchell Scientific Society was held November 10th 1896. The papers read were as follows:

Development of the Periodic Law. Professor Venable.

Some Additions to Chapel Hill Minerals. Professor Cobb.

ALUMNI.

Thomas Clarke, who graduated 1896, and was assistant in the chemical laboratory for two years before graduation, sailed for Germany in September and will pursue his chemical studies at the University of Bonn, with a view to the degree of Doctor of Philosophy.

Wm. R. Kenan, Jr., '94, who left his graduate studies at the University in January. 1896, to take charge of the works of the Carbide Company at Niagara Falls, resigned his position there in July accepting the commission to go to Australia and erect and start similar works for the manufacture of calcium carbide at Sydney and Melbourne. He will be engaged upon this responsible mission for a year or more and expects to return home via Europe.

Messrs. Geo. S. Wills, Ph.B., Instructor in English, 1895–'96, H. H. Horne, A.M., Instructor in Modern Languages, 1895–'96, are pursuing advanced courses at Harvard, and F. L. Carr, Ph.B., Instructor in Latin, 1895–'96, is at the Johns Hopkins University. J. T. Pugh, A.M., Instructor in Latin for the session 1894–'95, is also studying at Harvard.

The two hundred and fifty-third session of Orarnge Presbytery held at Chapel Hill, Sept. 23-25, 1896, was opened with prayer by the retiring Moderator, Rev. D. J. Currie, A.B. 1888, and for the remainder of the session was presided over by Rev. R. E. Caldwell, A.B. 1879. Rev. M. McG. Shields took a prominent part in the meeting.

H. B. Shaw, A.B. '90, B.E. '91, A.M. (Harv.) '94, who was Instructor in Mathematics during the years 1891–'93, has recently been promoted to the Assistant Professorship of Electrical Engineering and Physics in the University of Missouri. Prof. Shaw was assistant in Electrical Engineering at Harvard, having charge of these

courses in the Electrical Laboratory for two years, 1894–'96. After June, 1896, until his election to the chair in Missouri, he was in the employ of the Consolidated Traction Company, of Newark, N. J., and Pittsburg, Pa.

Chas. H. White, S.B. '94, assistant in geology, '92–'93, assistant in physics, '93–'94, is holder of a University Scholarship in Geology at the Lawrence Scientific School, Harvard University. Mr. White completed the course in Geology in U. N. C., taking a special certificate, and won the Kerr Prize in Geology. Later he received the appointment to an assistant Professorship in Geology in the University of Tennessee.

ALUMNI IN POLITICS

GUTHRIE, WILLIAM ANDERSON, A.B., 1864, of Durham. Attorney-at-law. Candidate for Governor on Peoples' Party ticket.

RUSSELL, DANIEL L. 1860-'61. Attorney-at-law, Wilmington, N. C. Republican Governor elect.

DOCKERY, OLIVER HART, A.B., 1848. Planter of Richmond County. Peoples' Party Candidate for Lieutenant Governor.

MASON, THOMAS WILLIAMS, A.B. 1858. Lawyer at Garysburg. Democratic candidate for Lieutenant Governor.

AVERY, ALPHONZO CALHOUN, A.B. 1857. Democratic candidate for Judge Supreme Court of N. C.

SOUTHGATE, JAMES HAYWOOD, 1876–78. Candidate for the Vice-Presidency of the Silver wing of the National Prohibition Party.

MANNING, JAMES SMITH, A.B. 1879. Democratic candidate for Judge of 5th Judicial District.

BUTLER, MARION, A.B. 1885. U. S. Senator, Chairman of the National Executive Committee of the Peoples' Party.

WALSER, ZEBULON VANCE, 1880–84. Attorney General elect on the Republican ticket.

FOWLER, JOHN EDGAR, Law, 1894, elected by the People's Party to Congress in the 3rd District.

POU, EDWARD WILLIAM, 1881–'84. Democratic nominee for Congress in the 4th District.

DOUGHTON, RUFUS ALEXANDER, Law 1880. Democratic nominee for Congress in the 8th District.

THOMAS, CHARLES RANDOLPH, A.B. 1881. Elector of the Democratic and Peoples' Parties of the 3rd Congressional District.

MERRITT, WILLIAM DANIEL, Roxboro, Law 1891. Democratic and People's Party elector in the 5th Congressional District.

KITCHEN, WILLIAM W. Law, 1887. Congressman elect of the Democratic party in the 5th Congressional District.

REDWINE, ROBERT BURWELL, Monroe, Law, 1891. Candidate for Elector on the National Democratic ticket in the 6th Congressional District.

REYNOLDS, CHARLES A, 1865. Lieutenant Governor elect.

CARTER, EUGENE D. 1876. Lawyer. Asheville. Republican nominee for elector

CRAIG LOCKE, A.B. Asheville. Democratic nominee for Elector at Large.

PATTERSON, JESSE LINDSAY. Law 1878, Winston, National Democratic nominee for Elector at Large.

This list is only a partial one and it is hoped to add to it in the next issue.

THE NEW YORK ALUMNI.

A movement is on foot to establish a branch alumni association in New York City. We hope that a good strong association will be started and will flourish there. The alumni must be united if they would keep up a living interest in the University and efficiently aid her. As an evidence of the excellent material for forming such an association some of the names of the University's sons are here given. This is hurriedly prepared and is by no means complete. THE RECORD would be grateful for any new names.

Geo. Gordon Battle, 1882, Asst. District Attorney, New York City.

Russell Bellamy, 1889, M.D., Physician.

Leonidas G. Brown, 1846, Lawyer.

Hugh L. Cole, 1856, Lawyer.

Ovide DuPre, A.B. 1862, Lawyer.

Frank Murray Fremont, B.S. 1877, Mercantile Business.

John Sprunt Hill, Ph.B. 1889, Lawyer.

St. Clair Hester, A.B. 1888, Rector Saint George's Church, Brooklyn.

Ralph H. Holland, A.B. 1890, Lawyer.

De Lagnel Haigh, 1887, President Int. Rock Plaster Co.

Dr. Wm. Hunt Hall, A.B. 1855, Physician.

Elisha Betts Lewis, 1894, Teacher.

Dr. Geo. W. Means, 1877, Physician, Jersey City.

Dr. Geo. H. Mallett, 1884, Physician.

Dr. L. L. Mial, A.B. 1881, Physician.

James Randlette Monroe, A.B. 1885, Teacher.

Kenneth M. Murchison, A.B. 1853, Commission Merchant.

Albert Rosenthal, 1888, Civil Engineer.

John Motley Morehead, B.S. 1891, Electrician.

Dr. James J. Philips, A.B., Physician.

Joseph Huske Strange, 1879, Mercantile Business.

Henry Talbot Sharpe, 1894, Newspaper Man.

E. Banker Smedes, A.B. 1883, Insurance Business.

Sol C. Weill, A.B. 1885, LL.B., 1886. Lawyer.

Wm. Henry Wills, A.B. 1891, Newspaper Man.

A. S. Williams, 1890, Lawyer.

APPOINTMENTS MADE AT COMMENCEMENT, 1896.

Charles Staples Mangum, A. B. (University of North Carolina) 1891, M. D. (Jefferson Medical College) 1894, Professor Physiology and Materia Medica.

George Phineas Butler, B. E. (University of Georgia) 1894, Instructor in Mathematics for 1896–1897.

Samuel May, A. B. (Harvard) 1896, Instructor in Modern Languages for 1896–1897.

Henry Farrar Linscott, A. B. (Bowdoin) 1892, Ph. D. (Chicago) 1895, Instructor in Latin for 1896–1897.

William Robert Webb, Jr., A. B. (University of North Carolina) 1896, Instructor in English for 1896–1897.

William Cunningham Smith, Ph. B. (University of North Carolina) 1896, Instructor in Pedagogics for 1896–1897.

Harry Ellsworth Mechling, (Young Men's Christian Association Training School, Springfield, Mass.) Director of Gymnasium for 1896–1897.

Robert Ervin Coker, S. B. (University of North Carolina) 1896, Assistant in Biology for 1896–1897.

George Hughes Kirby, S. B. (University of North Carolina) 1896, Assistant in Biology for 1896–1897.

Arthur William Belden, Assistant in Chemistry for 1896–1897.

John Gilchrist McCormick, Assistant in Geology for 1896–1897.

Arch Turner Allen, Assistant in Physics for 1896–1897.

Stanford Hunter Harris, Assistant in Chemistry for 1896–1897.

NECROLOGY FOR THE PAST YEAR.

Barringer, Victor Clay. Born in Cabarrus County, N. C., March 29, 1827. Died in Washington, D. C. May 27, 1896. A.B. 1848. Lawyer. General Assembly. C. S. A. Code Commissioner of North Carolina. Commissioner to Revise Laws of United States. Judge of International Court of Appeals in Egypt, 1874–'94.

Battle, Turner Westray. Edgecombe County, N. C. Born Feb. 6, 1827. Died August 17, 1895. A. B. 1846. Planter. Commission merchant. Captain C. S. A.

Bingham, Herbert. Mebane, N. C. Born August 13, 1872. Died October 16, 1896. A. B. 1895. Principal of the Presbyterian High School.

Bryan, Charles Shepard. Born in New Bern September 28, 1832. Died in Carrville, Missouri, March 8, 1895. A.B. 1852. Lawyer, Member of General Assembly of Missouri. County Superintendent of Schools. Recorder of Deeds.

Butt, James Arthur. Durham's Creek, Beaufort County. Matriculated 1893. Died Sept — 1896.

Carroll John Lemuel. Born in Kenansville, N. C., 1837. Died in Chapel Hill, June 26, 1895, A.B. 1863, A.M. 1866, D.D. 1886, Baptist Minister in Asheville and Chapel Hill.

Crank, Thomas Woodruff. Houston, Texas. Born Feb. 6, 1876. Died in Chapel Hill, July 14, 1896. Matriculated January 1896.

Davis, George. Wilmington, N. C. Born March 1st, 1820. Died February 23d, 1896. A. B. 1838. LL. D. 1882. Trustee U. N. C. 1879–1885. Senator of C. S. A. Attorney

General C. S. A. Was tendered but declined Chief Justiceship of N. C.

Dillard, John Henry. Born in Rockingham County, November 29, 1819. Died in Greensboro, N. C. May 6, 1896. Student of U. N. C. 1837–'39. LL.D. 1879. Lawyer. Planter. Judge Supreme Court of N. C.

Eller, John Carlton. Ashe County. Born October 30, 1873. Died July 4, 1896. Ph. B. 1896, *Magna cum laude.*

Hawkins, Major Frank. Born in Franklin County, N. C. September 10, 1815. Died in Winona, Mississippi, September 19, 1896. Student U. N. C. 1833–'36. Member of General Assembly of Mississippi. Planter.

Holt, Thomas Michael. Alamance County. Born July 15, 1831. Died April 11, 1896. Student U. N. C. 1849–'50. Planter and manufacturer. Member of Senate and House of N. C. President of North Carolina State Agricultural Society. President of North Carolina Rail Road Company. Trustee of U. N. C. 1883–'96. Lieutenant Governor; Governor.

Johnson, James Madison. Born in Chowan County, March 6, 1828. Died in Baltimore, June 9, 1896. A.B. 1849. Physician.

Johnston, Robert Bruce. Born in Waynesville, N. C. April 25, 1832. Died near Asheville, N. C. August 28, 1896. A.B. 1854. Captain C. S. A. Planter.

Johntson, William. Born in Lincoln County, March 5, 1817. Died in Charlotte, May 20, 1896. A.B. 1840. Lawyer. Capitalist. President of Charlotte, Columbia & Augusta R. R. Co. Member of State Convention of 1861. Commissary General of North Carolina in the Confederate war with rank of Colonel. Mayor of Charlotte four terms. Trustee U. N. C. 1889–'96.

Latham, Louis Charles. Born in Plymouth, N. C. September 11, 1840. Died in Greenville, N. C. October 16, 1895. A.B. 1859. Major 1st N. C. Cavalry, C. S. A. Lawyer. Member of Senate and House of N. C. Member of Congress 1881–'83 and 1887–'89.

Lewis, Augustus Marion. Born in Franklin County, May 7, 1821. Died resident of Raleigh September 16, 1896. Lawyer. Paymaster C. S. A. with rank of Major. Trustee and member of Ex. Com. of U. N. C. 1874–'93.

Long, Hamilton Crump. Born in Buncombe County, April 10, 1864. Died December 21, 1895. Student of U. N. C. 1881–'82. Merchant.

McCauley, Charles Maurice Talleyrand. Born in Chapel Hill July 18, 1819. Died in Monroe, N. C. June 18, 1896. A.B. 1838. Member of Senate and House of N. C. Lawyer. Captain C. S. A.

McClammy, Charles Washington. Pender County. Born May 29, 1839. Died February 19, 1896. A.B. 1859. Member of General Assembly of N. C. Member of Congress 1887–'89. Major 3d N. C. Reg., C. S. A. Planter.

Mebane, William Nelson. Rockingham County. Born 1843. Died April 22. 1895. Student of U. N. C. 1860–'61. Member of Senate and House of N. C. Lawyer. Judge Superior Court of N. C. Trustee of U. N. C. 1875–'95.

Mearcs, William Belvidere. Born in Wilmington January 22, 1826. Died a resident of Davidson County April 7, 1896. A.B. 1846. Physician and Planter. Aide-de-camp to General M. W. Ransom, C. S. A.

Palmer, Malvern Hill. Warren County. Born Feb. 17, 1865. Died September 4, 1895. Ph.B. 1888. Teacher. Lawyer. Bank Examiner.

Ransom, Thomas Robert, Law 1887. Lawyer, Garysburg, N. C. Born August 3, 1863. Died November 14, 1896.

Shober, Francis Edwin. Born in Salem Mar. 12, 1831. Died in Salisbury, May 29, 1896. Lawyer. Member of Senate and House of N. C. Member of 41st Congress. Chief Clerk and Acting Secretary of U. S. Senate.

Smith, William Henry. Halifax County. Born October 23, 1830. Died November 13, 1895. A. B. 1852. Captain C. S. A. Planter.

Spear, William Wallace. Born in Hillsboro, N. C. Died in Pennsylvania June 29, 1865. A.B. 1831. Episcopal minister in North Carolina, South Carolina and Pennsylvania.

Stamps, William Lipscomb. Born in Virginia Feb. 17, 1861. Died in Milton, January 19, 1896. A.B. 1836. Physician and planter.

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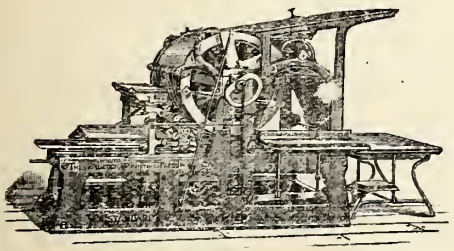

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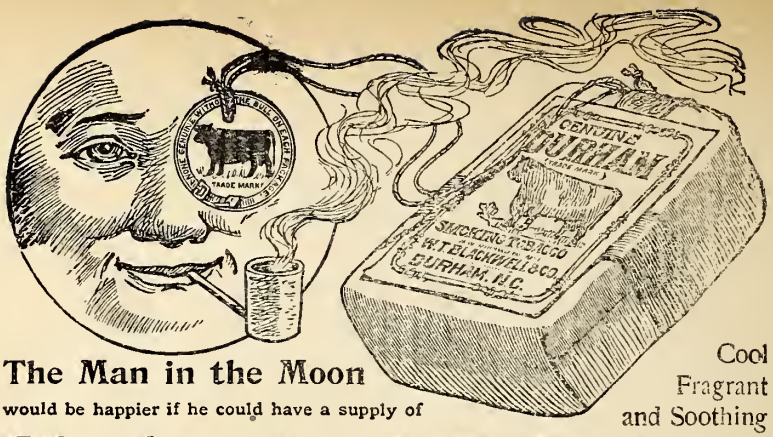

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THE UNIVERSITY RECORD.

INAUGURATION

OF

PRESIDENT EDWIN ANDERSON ALDERMAN,

January 27, 1897.

EXTRA NUMBER.

THE UNIVERSITY RECORD.

University of North Carolina.

VOL. 1. NO. 2. CHAPEL HILL, N. C. FEBRUARY, 1897.

Entered in the postoffice Chapel Hill, N. C., as second class matter.

INAUGURATION
OF
PRESIDENT EDWIN A. ALDERMAN.

At a meeting of the Board of Trustees in Raleigh, August 1st 1896, Edwin Anderson Alderman, of the class of 1882 and Professor of Pedagogy in the University, was elected President of the University of North Carolina.

Upon his acceptance of this position, at a subsequent meeting of the Board of Trustees it was ordered that President Alderman be formally inducted into the office at some convenient time and in such fitting way as a Committee of Arrangements should deem suited to the dignity of the occasion. A committee of arrangements was appointed from the Faculty consisting of Professor Walter D. Toy, Professor J. W. Gore, and Professor F. P. Venable.

It was decided, in view of the absorption of the attention and interest of the country in the presidential campaign throughout the early part of the term, that the most convenient day for the inauguration would be January 27th, 1897, a day early in the second term of the session.

In accordance with this, printed cards of invitation were sent to the officers of the State Government, the mem-

bers of the General Assembly of the State, the Trustees, a number of institutions of learning outside the bounds of the State, all colleges within the State and to many alumni and friends of education. The committee regretted their inability to send special invitations to all alumni and friends. Through the public press a general invitation was extended to the alumni and the people of the State to be present at the celebration of this imporant day in the history of the University.

In preparing for the exercises of the day, Professor Kemp P. Battle, formerly President of the University, was selected to deliver the address on behalf of the Faculty and Mr. Robert H. Wright to deliver the address on the part of the students. Professor Nicholas Murray Butler, of Columbia University, New York City, consented to deliver a congratulatory address as representing his University and the institutions of the East, and Professor William R. Harper, of the University of Chicago, agreed to represent his University and the institutions of the West. When the day arrived, Professor Harper was unfortunately detained at home by sickness. The duty of the formal induction of the President devolved upon his Excellency, Governor Daniel L. Russell.

The conduct of the meeting was placed in the hands of Col. Thos. S. Kenan as President of the Society of Alumni.

The programme was drawn up as follows:

PROGRAMME.

Music.—The Mandolin Club.

Prayer.—Dr. B. F. Dixon.

Hymn.—The Glee Club.

Ein' feste Burg ist unser Gott.

Address on behalf of the Students.—Robert Herring Wright.

Address on behalf of the Faculty.—Kemp Plummer Battle.

Induction of the President into Office by
His Excellency Daniel L. Russell
Governor of North Carolina
and
Response by President Alderman.

Music.—The Glee Club.

Integer vitæ scelerisque purus.

Congratulatory Address.—Nicholas Murray Butler, Professor in Columbia University, New York.

Inaugural Address.—President Alderman.

Music.—The Glee Club.

The University Hymn, by Mrs. Cornelia Phillips Spencer.

Dear University!
Thy sons right loyally
Thy praises sing.
For thee, our Mother dear,
May every coming year,
Fresh-crowned with joy appear,
Fresh honors bring.

Heaven blessed the genial ray
Of that October day,
When at thy shrine,
Under the poplar shade,
Their vows our fathers paid,
Thy corner stone they laid
With rites divine.

That blessing hath remained,
Dishonor ne'er hath stained
Thy record fair.
Still Carolina's pride,
Still with her best allied,
Her sons from far and wide
Still boast thy care.

Fair may thy hours roll on,
As numbering one by one,
Thy tuneful bell
Now rings for duties done,
Now calls to honors won,
Or, for a comrade gone,
Tolls out a knell.

O! Thou, whose promise nerved
Our fathers, when they served
For Liberty,
Still be their children's God,
Still with thy staff and rod
Show us the path they trod,
The path to Thee.

Benediction.—Rev. Lennox B. Turnbull.

Music.—The Mandolin Club.

On the evening preceding the inauguration a reception was tendered by the President-elect to the Governor and Mrs. Russell and such other guests as had arrived at the

University. This was attended by the members of the Faculty and their wives and the Senior Class of the University.

The Legislature, regarding attendance upon this important function as a part of their public duty to the Commonwealth and its higher interests, adjourned for the day of the inauguration and a majority came to the University on the morning of the 27th upon a special train from Raleigh. This unprecedented action was looked upon by those in charge of the University as showing a deep sense of appreciation of the value of the educational system and especially of the head of that system, the University of the State. The presence of the Legislature added greatly to the dignity and impressiveness of the occasion. Their perserverance in their sense of duty was severely tested, for the day proved bleak and wintry, with snow falling and chilling winds.

Gerrard Hall, where the inauguration ceremonies were to be held, had been tastefully decorated with long festoons of white and blue bunting. The old hall, which has been the scene of so many brilliant and festive occasions in the long history of the University, never seemed brighter, and from its walls the faces of the four preceding Presidents, Caldwell, Swain, Battle and Winston looked down upon the gathered audience.

The members of both branches of the State Legislature were seated in the central part of the Hall. Representatives of other institutions, Superintendents of City Schools, alumni, visitors, citizens of the town, and faculty filled the remainder of the body, while the students were massed in the galleries. Upon the rostrum sat Governor Russell, Lieutenant Governor Reynolds, Col. Thos. S. Kenan, Professor Nicholas Murray Butler, Rev. B. F. Dixon, Rev. L. B. Turnbull, M. C. S. Noble, Professor Kemp P. Battle, Mr. R. H. Wright and President E. A. Alderman.

Among the visitors were President C. D. McIver of

the State Normal and Industrial College and Professor P. P. Claxton, Miss Bingham and Miss Massey of the same institution; Professors D. H. Hill and W. H. Riddick of the State Agricultural and Mechanical College; Professor W. L. Poteat of Wake Forest; Professor C. F. Meserve of Shaw University; Chas. J. Parker, Secretary of the Teacher's Assembly; Superintendents Alexander Graham of the Charlotte Graded Schools; Harry Howell, Washington Graded Schools; Julius J. Foust, Goldsboro Graded Schools; George Grimsley, Greensboro Graded Schools; Logan D. Howell, Raleigh Graded Schools; John Blair, Winston Graded Schools; and D. Matt. Thompson, Statesville Graded Schools. Among the alumni present were Col. Julian S. Carr, Hon. Richard H. Battle, Maj. Wm. A. Guthrie, Francis D. Winston, Judge James E. Shepherd, R. Percy Gray and others.

Telegrams and letters of congratulation were received from the following institutions:—Harvard University, Princeton University, University of Chicago, Columbia University, Vanderbilt University, Tulane University, University of Virginia, University of Georgia, University of Alabama, Davidson College, Clemson College, Greensboro College, Salem Female Academy. Delegations in person were present from the Agricultural and Mechanical College of North Carolina, the Normal and Industrial Institute, Wake Forest College, Elon College, Fairview Academy and Shaw University.

Letters and telegrams were also received from many individuals. Among these may be mentioned Dr. J. L. M. Curry of the Peabody Fund; Dr. Harper, President of the University of Chicago; President George T. Winston, of the University of Texas; Dr. J. B. Shearer, President of Davidson College; President Dred Peacock, J. W. Bailey, of the Biblical Recorder, Geo. W. Watts, Esq., Dr. Peyton S. Hoge, Rev. Robert E. Caldwell, Rev. E. L. Pell, C. B. Aycock, F. H. Curtis, J. D. Eggleston, W. C. Monroe, C. W. Toms, Mrs. Henry Weil, Leslie Weil, E. P.

Moses, F. A. Daniels, Geo. W. Connor, Capt. S. A. Ashe, F. S. Spruill and others.

Time admitted of the reading of only a few of these messages. The Presiding Officer first read the following coming from one of the University's truest and most generous friends, then lying upon a bed of pain and suffering in Baltimore.

BALTIMORE, MD., Jan. 27, 1897.

Dr. Edwin A. Alderman,
Chapel Hill, N. C.,

Success to you as the President of the greatest institution of learning in North Carolina. May the people never forget their constitutional obligation to support and sustain it, and thus promote its prosperity through the ages.

D. G. WORTH.

A second telegram was read most appropriately as it came from those who had known and honored President Alderman in his former post of duty—the Normal and Industrial College.

GREENSBORO, N. C.. Jan'y. 27, 1897.

All honor and long life to President Edwin A. Alderman, of the University of North Carolina.

STUDENTS AND TEACHERS.

THE EXERCISES.

Hon. Thos. S. Kenan, President of the Alumni Association, the Presiding Officer of the occasion, announced that the exercises would be opened with prayer.

PRAYER

BY DR. B. F. DIXON.

The Divine blessing was invoked upon the exercises of the day and upon the University and its future career under the new President.

ADDRESS ON BEHALF OF THE STUDENTS

Mr. Kenan then introduced Mr. Wright who delivered the address on behalf of the students.

ADDRESS OF MR. ROBERT HERRING WRIGHT.

Today is an eventful one in the history of our University and one of great joy for all who are interested in its welfare, for today the University of North Carolina witnesses the inauguration of a new President.

For the past six years this institution had at its head a will power and intense vitality that could move the inert and indifferent, and, through its deep interest in the education of the youth of the State, secure and maintain the support of the entire student body. A born leader, his fame has gone out abroad, and a State, which is an empire in itself with its teeming population and vast resources, has attracted our whilom President to its broad field of action.

Not long did it take for public opinion in the outer world to agree with the student body that another scion of North Carolina was the destined successor of Dr. Winston. Happy we to know that North Carolina had a son

and this University an alumnus so admirably suited to fill this responsible position. Our great expectations and high hopes grew into conviction, and four months of administration have filled us with increasing satisfaction and pleasure. I feel no hesitation, sir, in saying you have already won the enthusiastic support of the whole constituency which you direct. We have never seen the inner life of the University purer nor its students more earnest and progressive. And this happy beginning is the augury of a mutual understanding, a cordial fellowship in work and service for *Alma Mater* which will make her felt in every part of the State.

Indeed the citizen may point with pride to the advanced methods of his own University. He may well rejoice that its elevated standards of instruction and its *esprit du corps* have not estranged her sons from the traditions of their fathers nor blinded them to the duties of the hour, and the pressing needs of their less favored fellow-men. Well may he congratulate himself that, while in the North, the South, and the West she is credited with scholarly thoroughness, culture, and vital force, at home she cherishes her peoples' interests, supplies nurture and vigor to the body politic, and forms a living bond between them and the great Public School System. Indeed, she is "of the people, by the people, and for the people."

"Wisdom is justified of her children"—justified in this opportune choice.

State pride, patriotic feeling, as well as culture and scholarship, join hands today with the students to set in his place the efficient executive, the trained teacher, and the friend of youth and of the whole people.

With welcome and hearty greeting, we bid you and our *Alma Mater* God speed in your glorious work.

ADDRESS ON BEHALF OF THE FACULTY

BY DR. KEMP P. BATTLE.

Mr. Battle was then introduced by the Presiding Officer and said:

Fourteen years ago, at the commencement of 1882, in the days when Senator Butler and President McIver, Rev. Drs. R. T. Bryan and Robert Strange, the Winston brothers and Judge Coble, Attorney-General Walser and Electors Aycock and Craige, and other prominent men were in this miniature world displaying the qualities of mind and heart, which have made them conspicuous figures in our State, I presented to that excellent Governor and friend of the University, Thomas J. Jarvis, for his bachelor's degree one who was of the highest scholarship in his class. He had previously carried off prizes much sought after by our students, and especially the Representative and Mangum medals for excellence in oratory. Never before or since have the faculty, in my day, awarded a diploma to a graduate more certain of future success.

In "Auld Lang Syne," in the time of President Polk and Vice President King, and of Drs. Hawkes and Robert Hall Morrison, of Mangum, Branch, Pearson, Morehead, Ashe, Graham, Bragg and Dobbin, and later of Phillips, Ransom and Pettigrew and Vance, and other great men, it was the unbroken custom for those worthy to be crowned with the wreath of oratory, to adopt as their life work the pulpit or the bar. I had not noticed in my graduate any peculiar leanings to the ministerial calling, and hence I was confident that I could see in the near future clients crowding to pour into his pockets grateful fees, and see him brandishing his graceful arms before the imprisoned twelve in the jury box. And then I could see him on the political stump, demonstrating with sonorous voice the

angelic goodness of his own principles and the diabolical wickedness of those of his opponents.

My imagination was a lying prophet. Like Solomon of old he chose the better part. He looked out over our State and beheld children growing up in the gloomy ravines of ignorance, stunted and distorted, with minds gaunt and hungry and brutish. From the craggy peaks of the Unaka Mountains to the shifting sand dunes of Chicamicomico he saw bounteous gifts of nature uncared for and undeveloped. He saw our people with all the virile qualities of the great Anglo-Norman race the subject among our sister states of ridicule or caustic sarcasm. Spurning the temptation to engage in the pursuit of riches, or political honor, he determined to devote all the energies of heart and mind and soul to the uplifting of the children of the land.

It was a noble determination. The world is just beginning to recognize the true greatness of the teacher's calling. It is just beginning to understand that the training of youth is a science, as well as an art—that to secure highest effectiveness, its worthy followers must have peculiar knowledge and skill and it must be placed by the side of the greatest of all professions, the equal of all.

We honor with abundant praise him by whose skill two blades of grass grow where one grew before, fat cattle crop a grateful food on bleak and barren hills. How much more worthy of lasting praise is he by whose care new ideas spring up in a barren mind, lofty aspirations in the place of low and grovelling instincts. The missionary sails for benighted lands followed by the prayers of thousands of loving souls. Let us not forget that all around us, at our firesides, the delight of our homes, are beings who without loving and intelligent training, would grow up wild as the dusky savages, who tear with their teeth human flesh on the banks of the Tanganyika. The sculptor from the misshapen block

fashions the divine perfection of the finished statue, so it is the province of the teacher from the rude material of uncultured youth to rear up the majesty of the god-like man.

It should be remembered that the public school system is an organization, and like all organizations its most important part is the head, without which it is a lifeless corpse. Without teachers of cultivated minds, genial manners and Christ-like hearts, heavy taxation, costly apparatus, spacious buildings, are useless. The greatest statesman of modern times, the blood and iron Bismarck, wishing to reconcile recaptured Strassburg to the German Fatherland gave, not wealth of architecture, lofty columns, great works of sculpture and painting, but learned professors to teach in plain and homely halls the God-given truths of all branches of knowledge.

Our graduate realized these truths. He determined to gain special qualifications for his task. He explored the history of teaching in all ages to learn the secrets of its masters. He sought out experts of the present to gain minute knowledge of their methods. He made practical application of the principles he learned with such success that he soon stood among the foremost in his profession.

The teachers, recognizing his worth, chose him as the president of their association. The Superintendent of Public Instruction pressed him into the service of imparting his experience to the teachers in the counties. He co-operated with the able and enthusiastic McIver in securing for the young women the Normal and Industrial Institute. On the urgency of President Winston, always on the lookout for the best material for his faculty, our sagacious Board of Trustees induced him to take charge of the chair for special training of teachers and the conduct of our Summer School. There is not a county which has not felt the influence of his instruction, and the winged

words of his public addresses have flown to all observers of educational progress throughout the Union.

In all these relations our graduate showed executive power, knowledge of men, ability to influence others, restless energy, indomitable pluck, and withal the virtues and courtesies of the Christian gentleman.

And so when the University of a distant State, with larger income than ours, cast its envious lasso over the neck of our able and progressive Winston, and carried him off to the banks of the Colorado, with the plaudits of all intelligent men of our State, our keen-sighted Board of Trustees, placed the crowning honor of the Presidency of the University, the constitutional head of the public school system, on the head of this ripened product of our University, prepared by long experience in public school work—Edwin Anderson Alderman.

Happy omen it is for our future educational progress. For the first time in our history this highest office in the hierarchy of teachers is given, not to one who, like Caldwell and Chapman and Pool, "wagged their heads in a pulpit;" not to one like Swain and Battle, whose experience was gained at the bar and in political office; not to one like Caldwell and Pool and Winston, whose reputations were won in professorial chairs; but to one whose fame has come from arduous and successful labors for the teachers and the children of our public schools.

Pardon me for a little egotism. Not one in all this audience feels the pride which fills my heart this day. All the colleagues who aided me in renewing the life of the moribund University are gone—all but two—to the Spirit Land. In the office, with whose cares and responsibilities I wrestled for fifteen years, and which I so gladly exchanged for my present duties, I see inducted one of my own boys, fully qualified by genius, experience and character to take charge of the institution of my love, with which I have been connected for over fifty years, and to conduct it to ever increasing prosperity and honor. Calling to

witness you, Governor Russell, and your Board of Trustees, and the honorable members of the General Assembly, in the presence of the worthy young men, our students, with whom we are co-laborers, and of this fair audience, for myself and my colleagues, I pledge to him our cordial and loyal support.

THE INDUCTION INTO OFFICE.

When Governor Russell arose to deliver his address, inducting the president into office, he was greeted with generous applause, and when he delivered the symbols of office to Dr. Alderman, the students and audience cheered again and again.

GOVERNOR RUSSELL'S SPEECH.

Mr. Alderman: You have been called to the head of a University with a splendid history behind it and a greater future before it.

Speaking for the Board of Trustees, I feel authorized to say that your election was in futherance of the policy of selecting for principals of our schools and colleges school men, rather than lawyers or politicians, doctors or divines, or men of other professions. We feel that the profession of teaching should become more enlarged and more distinctive. We want an army of educated men and women whose exertions and ambitions shall be devoted to the profession of teaching, a profession that should go hand in hand with other learned professions and give equal promise of emolument and eminence.

No words of mine can quicken your realization of the honor or augment your sense of the responsibility which this promotion confers. We believe that you are fitted for this great work and qualified to keep the institution on that high plane where it has been left by your learned and eminent predecessors. When North Carolina shall come to count her jewels, none shall shine with brighter lustre than this college, which a hundred years ago, the fathers founded and builded better than they knew. In

the century of its existence waves after waves of her youth have passed from her portals to break and beat upon the rocks and shores of active life. In every field of intellectual and moral endeavor its influence has been felt. Her sons have gone from these chambers so instructed and cultivated as to impart knowledge, confer rational pleasures and benefit those around them. The training acquired here has availed some of them to command the applause of listening senates. The discipline and learning of these halls have shone in field and forum, in cabinet and council. While we are proud of the past, we should strive for a greater usefulness in its future—to send out those whose triumphs in practical affairs, in art and science, in extension and invention, in subjecting the forces of nature to the wants and elevation of man, shall endure after the victories resulting in what men call political fame shall have sunk in oblivion.

Let us hope that the early years of your administration will bring an equipped and flourishing school of technology. The time is coming when no man will be considered educated unless he knows something of chemistry and understands the principles of electricity and steam. We should be passing the period when the educated planter knows as little of the mechanism of his reaper or sower or engine as the illiterate descendent of the slave who is employed to gear it and break it. We have already reached the place, and it is right here, where we can show a University that, once the pride of the aristocratic South, is now coming to be a model of democracy in letters—an institution of higher learning, where manual labor is honorable and poverty is no shame.

In behalf of the Board of Trustees, and constitutional directors and proprietors in trust of the University, it is my duty and pleasure to deliver to you the charter and seal, and to formally induct you into the office of president.

THE PRESIDENT'S RESPONSE.

Your Excellency: I accept at your hands these symbols of a great office as one who takes on a great responsibility following the call of a clear duty. Conscious of my own shortcomings, I yet undertake this task with hope and courage. I hear your voice speaking words of wisdom and good counsel, which I shall weigh and heed. I feel strong in a manly student body whose message so ably spoken by their representative I profoundly appreciate; in a devoted and able group of colleagues, who today speak through their oldest member, my friend and teacher, Dr. Battle, safe always in the annals of the State, by reason of his peculiar and devoted services to this institution. I see before me, with the eye of my mind, that larger and ever widening circle of alumni and North Carolinians of whatever sect or party who revere the dignity and power of knowledge. And I have faith that the God who prompted the fathers to create, will not fail to arm the children with wisdom to preserve.

CONGRATULATORY ADDRESS

BY PROFESSOR NICHOLAS MURRAY BUTLER,

OF COLUMBIA UNIVERSITY, NEW YORK.*

Mr. Chairman; Your Excellency; Mr. President, and Members of the University; Ladies and Gentlemen:

I deem it a high honor and a privilege to be permitted to be present on this significant occasion: significant to this historic University, which will date from today a new epoch in its history; significant to him who has just been inducted into the high office of president, and upon whose shoulders a large portion of the responsibility for the future must necessarily fall; significant to the people of North Carolina, so much of the best of whose lifeblood has flowed and still flows through the veins of this institution; and significant, too, for the people of the whole United States, who rejoice with you in this moment of your pride and triumphal commemoration.

It is a commonplace to say that we live at a time of immense and strenuous educational activity. The wonderful century that is so soon to close has witnessed triumphs in the field of government, in the domain of commerce and finance, in the worlds of invention and industry, that mark it off for all time as the most extraordinary century yet recorded in the history of civilized man. Yet its triumphs in education are greater and more powerful than all these. It is pre-eminently the century of educa-

*Professor Butler's address was delivered without notes or memoranda of any kind, and this very imperfect report of it is written out from memory, by request.

cation. When the 19th century opened, nowhere in the civilized world was there anything in existence that could be called a system of education. The great universities of Germany had not yet roused themselves from their two centuries and more of slumbering. The shock of Jena and the fiery eloquence of Fichte had not yet come to move the German people to their very depths, and to turn their thoughts toward the development of a system of instruction that would reach and elevate the whole people. In France the relics of the old educational system had been swept away by the Revolution, and Napoleon had not found time to replace them. As he said to Pestalozzi, he had no time to bother about the A B Cs.

In England Sunday schools and ragged schools were the sum of the endeavor of the people after education. Ample and elaborate provision had been made by endowment and through the activity of the church for the training of the sons of the aristocracy, but the children of the people had no where to turn. In the United States, a few struggling efforts had been made at isolated points, chiefly in the more eastern of the Colonies; but of systematic educational endeavor on the part of the American people there was as yet none. What are now the great colleges and universities of the East were then but struggling academies, scattered along a sparsely settled coast.

As the century closes, quite another picture rises on the view. The culture nations of Europe vie with each other, and with America, in pouring out their treasure in behalf of education. Germany has developed in the century a system of secondary and higher education that excites the admiration and arouses the ambition of the world. In the field of elementary education it has made, and is making, tremendous progress. France only yesterday restored to her ancient universities their historic title, but since the disasters of 1870–71, she has applied herself with marvelous vigor and lofty intelligence to the development of a system of popular education, far-reaching and

complete in every detail. England, last of the European nations to have its educational conscience touched, has done much since 1870 for the training and uplifting of the people through instruction. In the United States the progress in this department of human activity has been little short of marvelous. No village is too small and no community too poor to support a common school for the children of the people. The richer and more popular states have erected undying monuments in their systems and institutions of popular education. From the kindergarten to the people's university, education is ready and waiting for the poor as well as for the rich, for the child of the farm as well as for the scion of the city.

Democracy means equal opportunity; it does not mean equal power and equal possessions for each and all. Nature has by inexorable decree rendered any permanent system of communism or collectivism forever impossible; but equality of opportunity it is the privilege and the duty of democracy to afford. It does this in its state systems of education. It is sometimes urged by superficial and inconsequent thinkers, that the duty of the State in education ends with the elementary school, and that a State's support of high schools and universities is not democratic. The truth is exactly the reverse. The State University is the most democratic part of a democratic school system. Any child may obtain an elementary education. If not provided by the State, it is doled out by private philanthropy or by a religious organization; but were it not for state-supported high schools and universities, the privileges of higher education, carrying with them trained directive power and increasing chances for leadership in life, would be restricted forever to the sons and daughters of the well-to-do. It is in the State University only that these opportunities are placed within the reach of all, and the State University stands in many an American State, just as it stands in North Carolina, at the head of the system of public schools and as

its most democratic and inspiring element. Higher education by private philanthropy, by endowed foundations and by religious bodies is good. It is within the right of any citizen, or group of citizens, to offer such form and variety of higher education to those who will pay for it, or to those who will accept their bounty, as they may see fit, but institutions of this kind can in no degree diminish the duty and responsibility of the State to furnish a higher education of its own, liberal, non-partisan, non-sectarian, and substantially free.

This doctrine is well established in the American Republic. One hundred years ago Thomas Jefferson, the rock of democracy, in writing to George Washington, referred to Geneva and Edinburgh as the two eyes of Europe. He selected them because of their educational prominence and reputation. Under the influence of their example and that of other cities like them, he was led to frame his influential plan for the foundation and organization of the University of Virginia. From that day to this his views have prevailed among the great majority of the American people, and today, were he alive, it would be vouchsafed to Jefferson to see his country returning the glance of Europe like an Argus with an hundred eyes.

This University occupies a peculiarly responsible position before the people of the United States. Founded in the year of our national independence, it was the first university to receive the sanction and protection of constitutional law. It is dear to the hearts of the people of this State. It has educated many of the noblest and wisest of her sons; it has returned to them an hundredfold what they have given for its support. They may well be generous toward it in the future. We expect much from North Carolina. The most American of all the sisterhood of States, she should lead us all in proving the competence of democracy through education to work out its highest destiny on American soil.

To you, sir, who now assume presidency of this ancient University—and whom I am proud to call a friend—I tender my most respectful and affectionate congratulation. The teachers of America know you and respect you. They have confidence in you. They will watch the success of your administration and of this venerable institution with sympathy and most cordial cooperation and good-will.

THE INAUGURAL ADDRESS OF THE PRESIDENT.

Mr. Chairman, Your Excellency, Young Gentlemen of the University, Ladies and Gentlemen:—

I count it a great good fortune that these ceremonies take place today in the favoring presence of the Chief Magistrate of the Commonwealth, himself a distinguished alumnus and friend of education. I am happy that so many loyal alumni, that my beloved associates in the profession of teaching, and that so goodly a number of the representatives of other institutions, have found their way hither. With peculiar pride and pleasure, the University marks within its halls the presence of the General Assembly of the State. As the representatives of the people I bid them welcome to their own.

North Carolina is honored, too, by the presence and message of good will from the distinguished representative of a great American University, reaching far back into the last century, the mother of Hamilton, Jay, and Morris, the pride and glory of New York City. The University gathers inspiration from his presence and his kindly words.

This University was ordained of the people in the year 1776. Within one month of the adoption of the Federal Constitution, by an heroic act of public spirit of which we shall do well never to tire of boasting, it was definitely planted, by the legislative action of a pioneer people, in a primitive wilderness to furnish impulse and light to an agricultural community of English people. For eighty-one years, guided by the devotion of the sainted dead, it grew on the only basis on which institutions can grow, the social and political environment about it, and waxed so strong that at the opening of the Civil War it was the largest institution in the Southeastern end of the

Republic. The society to which it ministered in those years was of a militant order, so to speak, resting on its arms. At its base were unskilled slaves and untaught white men, at its summit as masterful, erect and lovable a breed of men as this round world has known. From every Southern State young men passed through these halls to the larger life of leadership in Church and State, in peace and war and did their duty right bravely in troublous and formative times. It is an heroic roll-call—President, Vice-President, cabinet ministers, jurists, senators, governors, scholars, divines, farmers, manufacturers, and last, but not least, countless cultured gentlemen. We have ranged them in yonder hall in just and tender pride, as a mother disposes her children, that the eager youth of today may gaze upon them and feel the quickening of the heart-beat and fellowship with the past. Our story makes a proud record of service to society. Joseph Caldwell, our first president, revealed the value of the public schools to the people, Archibald Murphey, a teacher here, with constructive genius shaped the revelation, and Calvin Wiley, a graduate, actualized it in the completest system of public schools in Southern ante-bellum life. The railroad era was inaugurated by Morehead and Caldwell. The foundations of industrialism were laid by the Holts and the Frieses, and scientific agriculture received its first impetus from University men. The annals of North Carolina without her University would be a meager and barren story.

And so our past is secure. Today belongs to the present and the future. The great war freed us all. Once we were aristocratic in government and education, now we are democratic in both. Our labor has become free, our property has changed hands, our doors have been thrown open to ideas and men and money. In short we have passed from the patriarchal to the economic stage of society, where is needed the subtler brain and the more cunning hand, and where the orators and dreamers of old

must, at least, share the stage with the manufacturer, the producer, the industrial man. No longer does any semblance of caste or social creed suppress individual effort. Quite the contrary. The irrepressible instinct of democracy, restrained for some generations, is manifesting itself among all the people who are everywhere rushing to the front, demanding their share in government and straitway learning to govern by governing. It is idle to bid them wait. They follow a just instinct and such things fall out that way always in human history.

Let us be thankful that this social uprising contains the best material in the world for the making of educated citizenship. The older men of the movement got their outlook on life from the marches and dangers of the Civil War. The younger men, their sons, are of almost unmixed English blood, the descendants of men who sacrificed life and property for principle in three wars, and endowed with the Englishman's instinct for practical politics. They are keen-witted, if untrained, their very excesses are the results of boundless faith in the majesty of their own government. These men, and their sons of the next generation, have many stern and difficult things to do and they must be trained for leadership. The potential of trained mind and trained conscience must eventually rule any society, if its laws and institutions are not to become the crude experiments of the ignorant or the bold devices of the corrupt.

The University stands today as it stood in that olden time the mightiest single, social engine for the direction and elevation of this social, political and industrial new birth.

Let us therefore, take account, to-day, of the resources of this engine.

The State owns here, largely the gift of individuals, twelve buildings, six well equipped scientific laboratories, a library of some 35,000 volumes and five hundred acres of land. The estimated money-value of this plant is

about $500,000. Private benefaction has given in recent years productive funds amounting to about $100,000. The income from fees of all kinds amounts to about $15,000 and the State makes an annual appropriation of $20,000. The total income of the institution is, therefore, about $40,000. This is no fit sum with which to run a University. The running expenses of the institution are borne out of this small sum, and they are peculairly heavy owing to the arrangement of our buildings. And with this income too, there are employed twenty-three professors and instructors and six assistants. This teaching force is composed of men of reverent christian spirit, of large acquired culture and of unwearying capacity for honest work. The personal element is still strong here causing us to make up for poverty of material equipment by personal helpfulness and personal devotion. This is not the University of any sect, but of all sects, and so long as I shall direct its life, the healthful breeze of freedom shall blow through its halls—not the freedom of license and scoff—but that thrilling liberty of truth which makes one free indeed. The truth here sought, whether of nature or of man, shall be sought that men may come nearer to God and to good. A University, if taught by religious men, cannot be irreligious. It cannot ignore religion, for religion will not ignore it. Religion is life and truth and that is what a University seeks to make and to find.

I cannot here analyze the courses of instruction offered in the University. There are three general courses leading to the bachelor's degree in Arts, Philosophy and Science.

There are advanced and graduate courses, and professional schools in law and medicine. There are three brief courses for optional students and a summer school for teachers.

It is sometimes asserted that our standard of admission is not sufficiently high. It is one year below Yale and Harvard and to make it higher would be to put it out of

the reach of the average Southern boy. The wiser course seems to be to enrich and strengthen the courses offered after entrance.

The University is committed to the elective system in the upper classes on the principle that a young man of twenty should know his likes or, at least, his dislikes, and when this revelation comes to him, let him welcome it reverently, thank God and work his way to some sort of usefulness in life.

We bear on our rolls 546 students, 153 of them Summer School and 393 actual students in our classes during the term. We have the largest number of academic students in the South. Their presence inspires me today, for a University does not exist for its own glory, but to fashion them into men of strength and culture and character, men who can observe closely and imagine vividly and reason accurately, men who can work, men who have learned to reverence God and their conscience, and who have some humility and toleration. This student body is perhaps the purest republic in our borders. All sects, parties, conditions and occupations are here, and they rise and fall as they have character, brains and energy. There is a curious old notion surviving out of the past that the University is the resort of the aristocratic and the rich. The simple facts quite explode this idea, unless it be aristocratic to seek to excel in all manly sports, to carry off the prizes of life, to be at the front, whether with Vance and Settle on the hustings, with Ruffin and Pearson on the bench or with Pettigrew leading that long, thin, unwavering line that marched to immortality up the murderous slopes of Gettysburg.

Over one-half of the students here are the sons of farmers. Three-fourths of them are the sons of poor men to whom their presence here means anxiety and self-denial. Eighty of them are working their way through college by every form of honorable labor from waiting at

table to cutting hair. Forty of them are here as the result of money earned or borrowed. Forty are aided by loans and nearly 900 have received aid from the University in loans or scholarships in the past twenty years.

Among the students who support themselves at the University there are three typewriters, two shoemakers, two hair-cutters, six printers, four clerks, one carpenter, twenty-two waiters, five saw and cut wood, one bookkeeper, one telegraph operator, four teachers in the village, twelve coach backward students, one lawyer, one dentist.

This is a homely, but an eloquent enumeration. It speaks for the masterfulness of our race. It tells the whole story of the passing of an old order and the birth of a new amid the flashing of the guns at Appomattox.

The University is closer to the people than ever before. Its graduates are to be found not alone in the so-called learned professions, but in manufacturing, agriculture, chemistry, electrical engineering and greatest of all in teaching. Thirty recent graduates are professors in Southern and Northern colleges and forty are superintendents or masters of large school systems in the Southern States.

The going of a Southern boy to college is no matter of course incident of youth. The presence of many a boy here to-day, looking down from these galleries, means almost a tragedy in some far-away home. It means that the father and mother lie awake in the still night hours and take counsel together how they may work a little harder each day, saving here and scrimping there, denying themselves this luxury and that comfort that this child of their flesh may know the life denied to them, may walk upon the mountain ranges of life while they toil in its valleys. Just a generation after a ruinous war, is it a crime for the State, for its own sake, to aid such people? It would seem that the angels in heaven would envy mortal men so fine a service.

There is a healthy and manly public opinion in this col-

lege republic of ours. It is not claimed that the young men here are either better or worse than other similar bodies of vigorous young Americans, but it is claimed that higher standards of conduct prevail in colleges than in other communities despite what one may hear, and I dare assert that this University is a safer place by far for a young man passing into manhood than the sordid pitfalls of little towns and villages, the isolation of the farm, or the allurements of the city.

College public opinion is quick and easily led astray and there is usually some cynicism among those awaiting the growing of the beard, but it is tempered by scholarly tastes, eager friendships and frank and keen debates that make against all hopeless vulgarity and depravity. The sham, the unctuous, or the maudlin meets with no mercy here and he that is puffed up with conceit of himself is punctured in the very hour of his swelling.

Too much attention is given by the outside world to the petty discipline of colleges. Success is not to be measured by a few boyish follies but by the growing enthusiasm shown each year for culture and usefulness and holiness.

Young gentlemen of the University, I make you my acknowledgements for the spirit of manly impulse, moral vigor and good breeding shown in all your relations to me. In all non-essentials you shall have liberty and I shall deal with you as I have wisdom in absolute sincerity, courtesy and truth. There can be no quarter or compromise with vice in any form and you in your hearts would have it so. The University can make you men and "your love is worth more to her than the gold of a king." If you fancy that you will smile in after years at your youthful ardor for the "white and blue," believe me you will do so with tears in your eyes. Love of *alma mater* grows with the years. One may feel the tender emotion of love, or drink the black draught of grief and sorrow; one may know the fever of ambition, or the high, stern joy of

duty done; one may sound all the deeps and shallows of human experience, but he will never know a loftier emotion than the love he bears for the foster mother from whose breasts he sucked strength, and whose hands led him truly into life.

Only a few of our institutions can hope to unite both of the functions of a true University—the making of pure scholars, and the making of true leaders and missionaries in the democratic crusade of arousing the intellect of a whole people. It takes great sums of money to do both. The income of Harvard University, for instance, is larger than the entire income of the State of North Carolina. Each institution should ask in what direction its duty and power lies. The answer for us is very clear and plain. Our first great duty is to our students here, enabling them to catch the spirit of the great masters of thought, and as Mr. Lowell so finely said at Harvard, "to become men of intellectual resource, men of public spirit, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul"—not forgetting the while the precious stuff of scholarship, and cherishing the ideal of investigation and discovery. Our next great duty is to the people. Before us lies a great State, with wonderful resources and a sturdy population. Another race lives among us whom we must help as we can to higher things. Around us are thonsands who need to be awakened to the importance of knowledge. This University, therefore, cannot be a dreamer or a seer. It must use common sense as men do in their business and be a reformer, a ruler, a social regenerative force reaching out directly into the life of the people, touching every town and hamlet, every newspaper and tax-payer. Our professors must carry to them their knowledge. Our alumni must testify to them the value of intellectual pursuits and restrain for them the narrowness of misunderstood beliefs. We mnst understand and teach them and they in their turn will understand and teach us. We must be

able to help them in their homeliest concerns,—the public school, the factory child, the hand's hire, the village library, the home, the field and the shop and they will really see the University for what it is, a light-house, an intellectual Pharos, not alone for the few who trim its wicks and fill its lamps and voyage at its base, but for all the uncharted craft adrift upon the sea.

With this obligation of duty to the people, this "*noblesse oblige*" of culture, which has always constrained the University, I shall continue to keep faith, so help me God.

One whose mind is upon educational questions cannot much longer hesitate to deal frankly with the duty of educational institutions to womanhood.

As Mr. George William Curtis said at Vassar in 1890, "We have left woman as a slave with Homer and Pericles; we have left her as a goddess with Chivalry and Don Quixote; we have left her as a toy with Chesterfield and the Club; and in the enlightened American daughter, wife, mother, in the free American home, we find the fairest flower and the highest promise of American civilization."

Does not every established institution of learning, with all its facilities for uplifting humanity, owe a duty to woman as well as to man? All the vain, hysterical debate about woman's sphere and woman's limitations has been answered in the hard logic of splendid fact—in Smith, Wellesley, Vassar, Cornell, Barnard, Radcliffe, University of Chicago and all the Universities of the Mississippi Valley—in Girton and Newnham under the shadows of Oxford and Cambridge, centuries old. Are we the children of the light while they sit in darkness? Plain old Matthew Vassar in conferring the gift upon the college which bears his name, declared: "It occurred to me that woman having received from her Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development."

I believe that this University at the earliest time practicable should open its post-graduate courses to the women of the State.* Then perhaps it might enter into the purpose of some good man or woman with a heart for good deeds to build such a foundation for women here as would give them equal facilities with their brothers and make also for the softening of our manners and the humanizing of our life.

Such is our social engine, as it is, and the American college world may be safely challenged for a record of greater achievement on the means available. It is an evidence of growth in men and institutions when they have needs. A complaisant University without needs, is like your contented man without hope or ambition, comfortably dead. An institution of learning especially sometimes reaches a crisis when, straining every nerve, it reaches the limit of its expansion. It cannot stand still and mark time for the onward feeling must be in the very air. Increase of numbers does not mean increase of wealth but the contrary. This University has reached such a point and you must know its needs for it is my duty to know and to point them out. It is recognized that the State in its assessed wealth shows poverty, but therein rests the chief reason for expenditure in all forms of education. Much legislation is made only to be repealed, but educational legislation is eternal and creative. Ignorance is both a cause and effect of poverty and ignorance brings nothing to pass but folly. Economy, of course, should everywhere prevail, but retrenchment should spare education. Wise statesmanship has always felt in times of greatest trial that the hope for better things lay in unbeaten and potential youth. Luther uttered his shrillest note to the burgomasters of Germany pleading for education. This University was born in the gloomiest hour of the American Revolution. It was revived when our fathers were taking up the task of finding bread to eat after the Civil Conflict and it should be strengthened now when we are

*This was done by order of the Trustees, Feb. 19, 1897.

searching amid dins and clamors for the right clew to a changed social order. It is poor political economy to knock the brains out of a community to save money, for brains is money. We cannot wait to get rich to educate. We must educate in order to get rich. Learn this lesson from the great States of the Mississippi Valley. They give annually to their Universities as follows; Illinois, $333,000; Ohio, $250,000; Wisconsin, $273,000; Michigan, $194.000; Kansas, $100,000; California, $112,000; Indiana, $80,000; Iowa, $76,000; North Dakota, $37,000.

How can we hold pace with that civilization unless we adopt its method? Their creed is that brain creates wealth and power. Shall we hold another?

The University does not intend to ask for what it wishes or even for what it needs for broadest equipment, but for what it absolutely needs for growth.

As a mere matter of material necessity it needs:

(1) An adequate water supply for health and protection from fire.

(2) Such a remodelling of its library as to make it a safe and worthy home for its noble collection of books.

(3) A small annual appropriation for the care, repair and insurance of its buildings and grounds.

In its inner life it needs:

(1) A chair of Political and Social Science for the adequate study of the great problems of society which must be dealt with in the near future, finance, labor and capital.

(2) A Chair of Pharmacy, at small cost, to equip the youth of the State in that vital art.

(3) A strengthening of our Summer School for teachers.

The University has not received a cent of permanent appropriation from the State in sixteen years though its numbers have increased two-fold in that time. Can a State make a better investment anywhere than in the care and development of this institution? Can a man of means find a better place to put some of his wealth than in the manhood of this University? There is a socialism that

hisses at all wealth. This, of course, is the "red fool fury" of the time. But wealth is a trust, for wealth is power, and power cannot be used whimsically. A man invests $240 in four years here and his dividend is a trained citizen who thinks and weighs things. A trained dog would come higher. Such giving is alike the highest wisdom and the truest immortality to the giver. It ennobles him and dignifies and decorates his posterity. It is the Republican patent of nobility.

The Deems Fund has already enabled 250 men to obtain an education. It will immortalize its founder when every friend he ever knew and every sentence that ever came from his eloquent lips have faded from earth. The wonderful Columbian Exposition has toppled over like the structures of a dream, the regal wealth of John D. Rockefeller will scatter with the years, but the University of Chicago, founded by John D. Rockefeller, will be working away at Western life as long as the great Lake rolls at its feet.

The question is sometimes asked how does a University serve a State? and one sometimes hears doubts expressed as to the value of the higher education. The question is usually heard in young communities where much pride is felt in the self-made man. It might as well be confessed that some college graduates are still fools, and it is surely true that a college cannot provide brains or monopolize genius, but the fallacy is quite evident.

Washington and Lincoln were not college-bred, and they were surpassingly great. Would Madison and Hamilton have been greater men, if they, too, had been untrained? Because the genius of Shakespeare and Herbert Spencer and Thomas A. Edison asked nothing of the schools, shall the schools be closed? Because Walter Scott was idle and dull at school, shall a man perceive with delight that his son is lazy and stupid? The truth is that the creative movements and the creative men have come out of the colleges. Religious liberty was born in

a University. Isaac Newton and Adam Smith and Lord Kelvin thought in the still air of a University. The influence of universities guided the controlling emigration to this country, its sons fostered the desire for nationality, and supplied the leadership for independence.

Forty-two out of the fifty signers of the Declaration of Independence were college men. Three of the five who drafted the Declaration were graduates. Thirty-six of the fifty-five who wrote the Constitution came out of colleges. Fifteen of our Presidents, one-half of the Senate and one-third of the House have been college men. When England wants a Premier she goes to Oxford or to Cambridge. When God wants a great preacher He goes to the College. Men of genius and great force of will rise by their might everywhere, but they achieve their ends by supplying out of their own force the defects of training. Every man thinks higher education is a good thing for him or his child, and that settles the question.

"Banish from your midst all that represents culture and learning; remove from your pulpits the men of liberal education who are acquainted with the history of religion and ethics; remove from your courts the magistrates whose knowledge of the law enables them to administer justice; shut your homes to the physicians who possess superior wisdom and skill; drive forth the men of science who are capable of managing great industries; the teachers who have spent many years in gaining knowledge and power for their responsible duties; forbid the approach of superior knowledge and power—and then ask yourselves whether university educated men are of value to the community in which they live." How then does a university serve a State?

(1). Because it embodies a broad and noble patriotism and pours into the community a steady stream of generous minded, capable men who have a sense of public duty and multiply their influence a thousand-fold. It is some-

times said that the higher education of the few is unjust to the many. This is not so. Young men educated in universities are educated not alone for their own sake, but for the sake of the many. The argument proceeds on the false theory that a man must receive direct benefit from every tax he pays. This would destroy all taxation and all society. The majority may never enter a court of justice, a hospital, an asylum, a penitentiary, a foreign missionary field, but they are taxed for them and receive benefit from them. The man from the mountains may be taxed for a light-house on the coast and the man from the coast for a survey of the mountains.

The rich man, the bachelor, the childless man, thousands of our citizens, do not patronize the public schools, and hence do not get direct benefit from them. Shall they be exempt from taxation for that public good? Shall the church colleges be abolished because they are maintained by the many for the few? The tax for higher education is really a tax on property alone for the benefit of everybody.

Neither can one hold that the college is a luxury, for we are in as much need of wise leaders as we are of wise followers, of those who know something of government and political economy and science, as of those who can read and cipher.

It is the precious few who maintain the liberties of the many, for those who most need help are generally least able to help themselves.

(2). The University tends to develop and elevate the people.

Leaders rule, education develops leaders, the poor cannot get education save by organized help, therefore universities have everywhere been the nurseries of equality and the benefactors of the poor, preventing education from becoming an exclusive privilege of the powerful. It is of interest to know that two-thirds of the students who have ever attended American colleges were sons of

poor men and to such everywhere come the main benefits of universities. In our own State the average property-holder pays less than four cents to this University.

There was a time in this State when a few families ruled the State, but since the State began a more liberal educational policy by making education accessible to the many, see how the sons of the poor have flocked hither and thence to the front in life. Call the roll of our leaders in our life and see out of what manner of homes they came.

The voluntary principle or the principle which relies on private philanthropy for educational foundations is a very noble and beneficent idea when united with and stimulated by State action. Indeed, as I have elsewhere said, the splendid benevolence of our men of wealth is the glory of American life. But remove the energy of the State entirely and rely exclusively on the voluntary principle and you have aristocracy in education, pure and simple. Incidentally you will kill the voluntary spirit itself by removing its stimulus. Who would contend that the churches would have their magnificent array of schools, but for State action and its stimulus. Sole reliance on the voluntary principle would mean simply that every man should either educate himself or wait on the whim of the rich and powerful to educate him. If one is rich and powerful, therefore, one can be very profitably and exclusively voluntary. As Matthew Arnold has pointed out, the gallows was once a voluntary institution administered by the lord of the manor, likewise, the court of justice, the whipping-post, the asylum and the school, and they are still so in despotic countries. But a different spirit shines out of our life. America is organized brotherhood striving to equip democracy for its task, and the University is one expression of this brotherhood acting for noblest aims.

(3). The State University can serve the State by gathering together in a common effort all its citizens.

This was the thought present to the mind of Mr. James Brice when he declared in the American Commonwealth, "the American State Universities hold the greatest promise for the future." Here should be the place where the believers in every creed and the adherents of every party should be able to meet on common grounds and partake of a common pride. The darkest day in any State would be when it would cease to have a University—a rallying place where youths could learn to respect and sympathize with each other, where men of all shades of thought and temperament and belief could gather as upon a hill-top and, shedding the skins of their rigid beliefs and forgetting the passions and fevers of the life-struggle, breathe into their lungs a diviner ether, and see with just and unclouded eye how vast a thing is life and how close akin we all are the one to the other. Let a State once elect to make education difficult to obtain and it has gone far toward dividing society into two classes, the educated rich and the ignorant poor, and these are the conditions for social hell. It ought to be our grandest boast that no worthy man, however poor, shall ever be turned from these doors. Let me say here that the University has no desire to limit or curtail the usefulness of any educational institution. It recognizes the value and services of its fellow colleges in North Carolina, and it believes in emulation, but not competition, for there can be no such thing in such a vast and vital business. Two colleges striving to make men in a self-governing community can no more compete hurtfully with each other than two light-houses striving to give light and placed at different angles along a bleak and stormy coast. At the outset of my administration, I extend to every college in the State my assurance of friendship and good will. Whether we will or no, we are all bound together by the ties of cultnre and learning. There rests upon us the dignity and responsibility of scholarship and in the sense in which the Master spoke

the memorable words to Simon and Andrew, we are fishers of men. There is room for all and work for all. The University asks for no monopoly, and it will yield none. The University is here to stay. It will always attract men of all denominations. The various denominations should rally around the State University, and avail themselves of its educational facilities. Might not the denominations well promote their interest by coming to the seat of the University and erecting dormitories and halls, to take care of the home and religious life of the University students of their faith and giving in these halls such moral training and religious instruction as they may deem for the best interests of their respective denominations? These halls and dormitories should be under the control and management of the denominations supporting them, while the students living in them should avail themselves of the facilities and able instruction which the State maintains in the State University. This movement would save the various denominations thousands of dollars, and would unite the forces interested in the cause of higher education.

(4) The University serves the State by invigorating its public school system from the primary schools to the colleges. In this ascending series the University stands in conscience and reason at the top, A school system all University and no lower schools would be a crime, but a system all lower schools and no University would be a farce. As the cool breeze from the mountain sweeps down the valleys bearing vigor and health, so passes from the University the influence that strengthens and makes efficient the public school system. Here indeed it was born, here it has been and forever will be fostered, and if death or decay should overtake us here, it would wither like an unwatered vine.

No man can feel more deeply than I the high constraint upon the State to better its rural public schools. It is our supremest need, and I hail with joy the fact that the

voices of opposition are at last hushed and there is universal zeal for public education. The University, as the State's chiefest public school, takes its place in the van of this movement. The only question is one of ways and means. Shall one be destroyed to aid the other, or shall we not rather build up both according to our ability? A headless school system lengthened a few hours is no proper outcome of so much emotion. Our ideal should be an eight months' school, aided by as generous a general tax as possible, and supplemented by local taxation. This is the historic method which has given the East and West their splendid results. Let us have a real remedy that is based on wisdom, not a blind scheme of destruction. In every effort to this end the heart of the University shall lie close to the schools which feed it and its hand be quick to serve them.

(5). The University serves the State by ennobling the idea of the State in the minds of its picked youth. This is a very great thing to do. The anti-Christian, or Pagan state was a mere expression of rude force and its individuals were dwarfted or shaped to its uses. But Jesus Christ brought another idea into the world, in his care for the poor, the weak, the child, the plain people—Society, fused by the divine energy of the Master, became a unit and developed an aim—the mutual benefit of its members. Out of this marriage of christianity and democracy have been born the nobler institutions of society, hospitals, libraries, colleges, universities. In an atmosphere such as this, therefore young men behold the Christian State in its sweeter and more lovable relations, not only just and law-enforcing, but informed with a conscience, a heart, a purpose and a will. There is born that large civic pride which is so infallibly a note of higher civilization--that pride which doos not spend itself in mere boasting, nor eat out its heart in jealousy, but which has respect for government and governors, if they prove worthy, which deems the State's honor its own; which does not loosely undermine the props of or-

der by wild speech and epithet; which is foremost in works of public spirit and which stands to serve the State in any hour of danger and unrighteousness. Go read yonder long list of the mere boys who fell in the shock of battle and believe that, if unhappily, another war should burst upon the land these boys would be the first to doff the gown and buckle on the sword.

What now can the State do for the University?

It can understand it and sympathize with it. It can refuse to punish it for its success. It can nourish it for its task, giving to it, within its means, what it needs for life and growth, not as if it doled out charity, but as one increases his noblest investment. Lastly, it can honor and protect its university—its manhood making engine—lifting it out of the region of passion and jealousy, and vicissitude and giving to it that sense of security and that air of hope which multiplies and quickens its energies.

An unbroken sovereignty of genius and devotion has ruled and guided this institution in the past. Their pictured faces look down on us today and some of us may recall their benignant figures as they arise out of the shadows of the past—Caldwell, Swain, Mitchell, the Phillipses, the Hoopers and a host of others. Dr. Battle is happily with us, as unwearying in zeal and power as when he plucked the University from decay, set it on its feet and guided it to assured success. The energy, the commanding intelligence and the resourcefulness of Geo. T. Winston are but things of yesterday here, though he has transferred his great constructive gifts to the far-off State of Texas.

I do not permit myself to think that I can be to this institution what these men were, though their examples light my pathway. I can only promise to dedicate to it whatever strength I have of mind or body or soul, and this I do under God and before the face of this goodly company. I realize that the University is larger in scope

and greater in usefulness than it has been in any former day. The work it has to do is more vital and varied and exacting as the age is more intense and complex. And yet there is no despair in the task. Like some noble oak on its campus the University has struck its root deep in our soil, deep down through the rock. Underneath its hospitable branches all sorts and conditions of men will gather, and the rains may descend and the floods come and the winds blow and perchance sway its branches in the upper air, but it shall fail not, for it is built upon the rock of public favor, and public necessity and Christian democracy, and it shall stand forever. It inspires me to think how bravely it was standing here generations before you and I were born, or our fathers were born, a small pleasant voice crying in the wilderness of a feeble young State, and a new world.

My fancy has sight of it in the strange, new century awaiting it and us, grown more beautiful in its outward seeming and fairer to look upon, its altar fires alight and glowing, ardent youth bearing our names and flesh of our blood streaming through its groves and its gray old walls still inviting from out the busy world all those who would woo the goddess Truth.

Strong in the sense of an unwearying service, confident of the unfailing rectitude of public impulse, the University of North Carolina enters a new stadium of the second century of its course unfretted by bickerings and informed with zeal and with a hearty will to serve the high and majestic ends of Republican citizenship. The University is the people's school. Her watchword and her graven motto shall be creative energy, enlightened civilization, and untrammelled manhood. "Who shall rail against her power? May she mix with men and prosper!"

BENEDICTION

BY REV. LENNOX B. TURNBULL.

"The Lord bless you and keep you. The Lord make His face to shine upon you, and be gracious unto you. The Lord lift up His countenance upon you, and give you peace; through Jesus Christ our Lord, Amen."

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THE UNIVERSITY RECORD.

University of North Carolina.

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Entered in the postoffice Chapel Hill, N. C., as second-class matter.

Several kind and appreciative letters have been received by the RECORD. These encourage us greatly in carrying on the work We are convinced that the idea at the basis of this publication is a good one—a helpful one to both the alumni and the University. Mistakes will probably be made and this Journal may not meet the expectations of everyone. It is in your power to suggest, correct and aid in making it fit more perfectly into its sphere. It is a pleasure to note that the call for news items concerning the alumni has met with some response. We trust the response will be more general and that the RECORD will be kept informed as to all matters of interest.

In another respect, and a very important one, the reception accorded the RECORD is very far from what it should be. Few have sent in their names as subscribers. They may intend doing it. It may be merely thoughtless neglect. Still the effect is depressing upon the enterprise. It is quite impossible to enlarge and improve the RECORD. The question is rather whether it will not have to be reduced to a more economical basis. The subscription price is only fifty cents and is too small to form a material consideration as to whether you will subscribe or not. We appeal again for subscriptions in generous number. Do not put it off. Send the needed amount when you announce your subscription.

COMMONS opened September 14th with one hundred and twenty regular members, besides thirteen student waiters. It was unfortunate that the hall could not be opened until one week after the beginning of the college year. The largest enrollment was in November, there being at that time one hundred and sixty-six dining in the hall, of whom sixteen were waiters. The completion of the refrigerator and the building of the new bake-house should cause an improvement in the fare. For the opening month of the new term (January) the number taking their meals in Commons is one hundred and eight, including twelve waiters. One of the best and pleasantest features in the new enterprise is that the waiters are students, who thus earn their board.

NEEDS OF THE UNIVERSITY.

A growing institution must always have needs. Indeed, it is the truest mark of growth in men, or institutions. A complaisant university without needs is like a man without ambition, comfortably dead.

In the last decade the University has doubled its numbers and largely increased its force, but it has received no increase in permanent appropriation. It has about reached the limit of its expansion without further aid. No college can live by its earnings without driving from its doors those who most need education.

What sort of a University shall we have? Are not North Carolina boys entitled to as good opportunities as those of other states? Can the State make a better investment than in the manhood of this University?

Can the man of wealth make wiser use of his means? What are here set down as needs are not simply wants but absolute necessities for expansion. We cannot stand still and mark time. We must move forward or backward. Now is the time to render the most efficient aid. We are straining every nerve to serve the State. Our academic roll is one of the largest in the South and our income the smallest.

In material equipment we need

1. An adequate water supply for health and protection from fire. This is warmly recommended by the N. C. Board of Health.

2. A remodelling of our library building to make it a safe and proper place for our collection of books. An iron gallery is needed to enable our students to make proper use of the books, and provision must be made for a Reading Room.

3. A small annual appropriation to care for, insure and keep in repair the buildings and grounds of the University. The buildings need to be heated by steam both for comfort and safety.

Our Plant, worth $300,000, is a very costly one to maintain in the most economical way. There are twelve buildings and 50 acres of campus. The average annual charge for this is $1,421, which of course is withdrawn from the proper work of the institution.

In our internal life there is needed

1. A chair of Political and Social Science to provide proper instruction in the great problems of the day—finance, capital, labor, banking, etc. Such a chair, well equipped, would create an era in the life of the institution. All the great vexed questions of the future which must be decided by the youth of today are embraced in this department.

2. A chair of Pharmacy to keep at home the 30 or 40 men who are forced each year to go abroad for that instruction. These men carry $10,000 annually out of the State. They are required by law to be experts, and they are forced to obtain their skill at the greatest expense.

3. A small endowment for the maintenance of our Summer School for teachers, enabling us to make it the source of inspiration to the aspiring teachers of all the public and private schools.

These are not mere desires, as one might desire a bit of statuary, but dire needs, as one needs food. A century of service entitles the University to a better fate than slow starvation, especially at the moment of her largest growth and widest development.

A Quiz Course in Medicine.

Dr. Charles S. Mangum in conjunction with Dr. Charles Baskerville has instituted a Quiz course in Medicine for the benefit of applicants before the State Board of Medical Examiners. This begins May 1st, and lasts one month. The professional attainments and character of those at the head of this undertaking insure a thorough and excellent course which should prove of great benefit to graduates of Medical colleges who desire to refresh their memories as to studies which they have passed over several years before and laid aside for clinical or other work. The course forms a valuable addition to the Medical Department of the University.

THE DEPARTMENT OF LATIN.

Perhaps no one branch of learning more universally inheres in the idea of what is usually called a "liberal education" than the Latin language and literature. It is therefore gratifying to note the progress of this department at the University in the grade of its work, the scope of its instruction, and its equipment.

The three sections of Freshman Latin and the two sections of Sophomore Latin are required courses, and the work is so arranged as to include as great a variety as possible of the authors and those allied studies with which every well-educated man should have some acquaintance. Livy and Tacitus, the two representative Roman historians, furnish examples of stately prose; Horace is the favorite Latin poet. Plautus and Terence introduce the student to the classical drama, as well as to the history of the language itself, while Cicero's letters supplement Horace's pen-pictures of Roman life by giving an inside view of much of the private life and history of the stirring days toward the close of the Roman republic. In these required courses are included also special series of lectures upon the development of the drama at Rome, and upon Roman political institutions.

The wide variety of elective courses may be grouped into three general classes, literary, philological and historical. Under the first head may be classed the courses in Roman Elegy, Lyrics, Satire, and Philosophy, each of which traces the development of the literary type in hand through all its representative writers. For example, the course in Roman Satire follows that branch of literature from its cradle in the primitive *satura*, through the works of Ennius, Lucilius, Varro, Horace, Persius, Juvenal, Petronius, and others, until it loses its individuality in the epigrams of Martial. Similarly, the course in Roman Philosophy shows how Greek philosophy was naturalized at Rome, and furnishes an intimate acquaintance with the tenets of the great representative philosophical schools as seen in the writings of Lucretius, Cicero, and Seneca. To this group of courses belongs also a unique one designed to furnish a general introduction to the whole subject of Roman literature. It includes lectures and text-book study of the authors and the literary criticism of them, class-reading of a large number of illustrative selections from their works, and the special reading and study of some particular period of Roman literature, chosen according to the taste of the individual student.

The philological courses include an Introduction to Comparative Philology, Latin Syntax, Latin Writing with a view to the Formation of Style, and, in default of a separate department of Oriental Languages, an introduction to Sanskrit.

The historical courses are,—Roman Topography, Private Antiquities, and Epigraphy.

Besides these, the Latin Seminary for critical study is designed for graduates, and the Teachers' Latin course is arranged to prepare those intending to teach Latin in the Secondary schools to do so according to the latest and most approved methods.

At present the department is manned by two instructors. They are able to offer this wide range of University courses by giving several of them in alternate years only.

The department is conveniently located in the upper story of the New West building, which formerly contained the library of the Dialectic Society, where, adjoining the class-room, are the offices of the Professor in charge, and the Latin Seminary room. The latter is fitted with appropriate tables, chairs, and book-shelves, and these book-shelves contain the nucleus of a distinctive departmental library.

The electric lantern recently purchased, together with a good beginning of a supply of appropriate slides, serves to illustrate vividly to

the various classes, particularly to those in Antiquities and Topography, the life of the ancients. The courteous loan, by a sister University, of a large number of negatives has enabled the department to manufacture two or three hundred additional slides during the last year.

Though such an encouraging beginning has been made in the equipment of the Latin Seminary room, it is but a beginning; and if this Latin laboratory is to fulfill its purpose adequately, a liberal stock of books, the linguist's apparatus, must be added to its rather meagre supply. Some liberal friend of "the humanities," could use, say, $500.00 now to good advantage by presenting the department with a few such important sets as the following: the Corpus Inscriptionum Latinarum; a complete set of the Teubner text edition of the Latin classics; Marquardt and Mommsen's Roman Antiquities; Mueller's *Handbuch der klassischen Altertumswissenschaft;* etc., etc. The stock of lantern slides also should be annually increased.

LEADERS OF THEIR CLASSES FOR FALL TERM 1896. ACCORDING TO DECEMBER GRADES.

Senior, Arts Course.

Burton Craige, Salisbury, son of Hon. Kerr Craige. Prepared in the Horner Military School, Oxford.

›ior, Philosophy Course.

›ercy Wood McMullan, Hertford, son of Mr. T. McMullan. Prepared at the Hert- High School.

› rts Course.

t Carr, Durham, son of Dr. A. ›ared in the Horner Military

›ourse.

›, Goldsboro, son of ›ared in the Golds-

THE INAUGURATION OF PRESIDENT ALDERMAN.

While a special supplement of the RECORD, to be issued shortly, will carry to the readers a full account of the proceedings of the inauguration, it is thought best to give for the present a brief outline of the ceremonies.

This day marks an epoch in the history of the University. It is in many ways one of the most interesting and important during its long career of service for the State. For the first time it assumed in the eyes of the State officials, the General Assembly, the public schools, the colleges, and the people of the State in general, its true position as an important part of the State government, the head of its educational system. The Legislature adjourned in honor of the occasion and a majority of its members attended the ceremonies. Governor Russell and Lieutenant-Governor Reynolds sat upon the rostrum. A majority of the superintendents of the city graded schools, a number of representatives from the private colleges of the State, the Secretary of the Teachers' Assembly, members of the Board of Trustees, and Alumni, young and old, came to do honor to the University.

Of all the visitors none made a pleasanter impression than Dr. Nicholas Murray Butler, of the Columbia University of New York. His polished speech of congratulation will long be remembered and this courteous recognition of the importance of the occasion on the part of Columbia University is highly appreciated.

On the evening of Tuesday. the twenty-sixth of January, a pleasant reception was given by President Alderman to the Governor and other guests. This was in Commons Hall and was attended by the Faculty and their families and by the members of the Senior Class.

On Wednesday morning, in spite of the cold and the falling snow, Gerrard Hall was filled to its utmost capacity. The proceedings were strictly academic and yet most impressive. Every-

thing spoke eloquently of the rugged simplicity of the University and yet its grand service for the State and for humanity. The musical organizations of the University furnished the music and her own students printed the programmes. A copy of the programme is here given.

PROGRAMME.

Music.—The Mandolin Club.

Prayer.—Dr. B. F. Dixon.

Hymn.—The Glee Club.

Ein' feste Burg ist unser Gott.

Address on behalf of the Students.—Robert Herring Wright.

Address on behalf of the Faculty.—Kemp Plummer Battle.

Induction of the President into Office by His Excellency Daniel L. Russell, Governor of North Carolina.

Response by President Alderman.

Music.—Glee Club.

Integer vitæ scelerisque purus.

Congratulatory Address.—Nicholas Murray Butler, Professor in Columbia University, New York.

Inaugural Address.—President Alderman.

Music.—The Glee Club.

Dear University!
Thy sons right loyally
Thy praises sing.

Benediction.—Rev. Lennox B. Turnbull.

Music.—The Mandolin Club.

The Presiding Officer of the occasion was Hon. Thomas S. Kenan, President of the Alumni Association.

The Procession formed at the President's Office at a quarter before twelve o'clock.

A large number of congratulatory letters and telegrams were received. Some of these were read in full by the Presiding Officer, Hon. Thos. S. Kenan. In other cases the name of the sender was given. A list of these will appear in the full account to be published as a supplement.

The members of the Legislature took dinner at Commons, were then received into the two Literary Societies, and afterwards visited the various halls, the library and laboratories of the University.

PRIZE IN THE SCHOOL OF PEDAGOGY.

At the recent meeting of the City School Superintendents, held in Chapel Hill, the following resolutions were adopted. Both the resolutions and the generous tender of a valuable prize are deeply appreciated by the President and Faculty of the University.

"The North Carolina City Superintendent's Association, at its final meeting, wishes to express publicly its gratification at the election of Dr. Edwin A. Alderman as President of the University. His connection with the Association as one of the organizers of it, an ex-President, and at all times an influential and stimulating member, makes this most recent recognition of his merit a matter of personal pleasure to us all.

"But the Superintendent's Association is interested in the event for more weighty and public reasons. It is a recognition of the teachers' profession. Dr. Alderman has been engaged in public school work for 14 years and has never had any other business. He has served the public schools in more capacities than any other citizen. His name is synonymous in North Carolina with popular education. The election of such a man to the presidency of the University, the State's highest public school, is the most encouraging thing in the history of our State.

"We pledge him and the University our hearty support, and we believe we represent in this the sentiment of the public school teachers of North Carolina, and all sincere friends of popular education.

"The Association further resolves to offer, with the approval of the President of the University, a prize each year to that student in the department of Pedagogics who shall write the

best essay on an educational subject. The prize shall consist in the publication of the essay in pamphlet form at the expense of the Association, to be distributed among the leading educators in North Carolina and America. The Association reserves the right to decide the winner of the prize or to name the judges."

PRIZE IN THE DEPARTMENT OF LAW.

A prize of a gold medal has been offered in the Law Department, by the professor, to that member of the Law Class graduating with the degree of B.L. at commencement who presents the best written thesis on some subject of Law. This is an interesting experiment on the part of the genial and beloved teacher of the law class. The average young lawyer thinks that the only road to success lies along the line of oratory. It is full time that he should be learning to appreciate the value of accurate scholarship and correct literary style.

FACTS ABOUT STUDENTS.

Since the issue of the December RECORD 15 new students have registered in the University, distributed as follows: Law, 7; Freshmen, 2 Sophomores 1; Optional, 7. Two names have been dropped from the roll, and 542 names are now on the register.

We have been enabled to comple the statistics showing the source from which the University derives its students, except for the Class of 1898, which entered college fn the fall of 1894.

Professions of Fathers.	Class of 1900.	Class of 1899.	Class of 1898.	Class of 1897.	Class of 1896.	Class of 1895.
Farmers,	60	76	17*	62	43	28
Lawyers,	17	19	4	18	7	8
Doctors,	7	12	–	12	14	10
Merchants,	7	23	3	19	18	14
Manufactures,	7	11	3	8	–	6
Preachers,	3	6	2	6	6	2
Teachers,	3	5	–	3	3	1
Contractors,	4	3	1	4	1	–
Mechanics,	3	2	–	1	–	1
Bankers,	2	1	1	1	4	3
Miscellaneous,	10	11	3	8	–	16
Unknown,	3	4	1	10	8	5
Tot'l new men	122	173	137	152	121	95
ent'r'g Univ.	1896	1895	1894	1893	1892	1891

*Spring registration only.

The registaation in all departments of the College for the past six years has been as follows

Year.	Graduates.	Seniors.	Juniors.	Sophomores.	Freshmen.	Optional.
1891–'92,	5	37	32	30	77	18
1892–'93,	11	26	33	56	87	35
1893–'94,	7	31	39	75	118	34
1894–'95,	6	40	51	81	93	46
1895–'96,	13	39	51	57	106	70
1896–'97,	9	45	22	82	71	44

During the fall term the President sent a letter to the students to learn the number who are supporting themselves wholly or in part, and to ascertain the average cost of living one year at the University.

The results are given below:

Number reporting,	161
Working their way,	80
Supporting themselves in part,	38
On money earned before coming here,	18
On borrowed money,	20
Number who have taught school,	42
Number who expect to teach,	67

Among the students who support themselves at the University are

2 typewriters,	1 carpenter,	1 book-keeper,
2 shoemakers,	2 clerks,	1 telegraph opr.,
2 barbers,	22 waiters,	6 printers,
4 saw wood,	1 cuts wood,	2 attend store,

4 teach children in village, 1 teaches shorthand and typewriting, 12 coach backward students, 1 is a lawyer, 1 is a doctor.

The average yearly expenses of all reporting were $198.

MEASUREMENTS IN THE GYMNASIUM.

For some time the Director of the Gymnasium, Mr. Mechling, has been engaged upon the anthropometrical measurements of the students. The processs is slow and in colder weather has to be discontinued so that only about one hundred have been measured to date. It is felt that these measurements are valuable in many ways and they will be continued. The appliances used in making the measurements are: 1. Fairbanks scales. 2. Height measurer. 3. Calipers for depths. 4. Calipers for widths. 5. Back, chest, and leg dynamometer. 6. Grip dynamometer. 7. Spirometer. 8. Stethoscope. 9. Tape measure, Wall Parallels (high and low).

A complete history of the student is taken as far back as grandparents, including nationality, health, disease and death. Forty-eight different measurements of height, length, girth, breadth, and depth are made. The strength of back, chest, legs and arms is tested. The capacity of lungs and pulse rate are taken. In all sixty-two different tests and measurements are made.

This gives a complete vital history and chart of the student. It can be used for prescribing special forms of exercise for supplying deficiencies and remedying weaknesses. It affords a basis for comparison of the growth of the same student in his successive years of college life or with his fellow students or with those of other institutions. It enables the instructor to give warning to those who are defective so that they may avoid such exercises as might prove prejudicial.

In the hundred students examined, 17 smoke cigarettes and inhale the smoke, 14 chew and smoke, 13 have had broken bones. There are 19 whose grandparents were foreign, 13 have had consumption in the family, 11 have had dangerous fevers, 5 have the right ear affected, 2 have the left ear affected, 3 have palpitation of the heart, 18 constipation. 19 years and 6 months is the average age.

In comparing our students (taking the 100) with the Yale averages, the following observations were made:

Average Yale man measnrements.			Out of 100 studennts from U. N. C.
Chest normal	861	mm.	53 equal to or above.
" depth	187	"	68 " " " "
Lung capacity	253	cu.in.	49 " " " "
Height	1724	mm.	43 " " " "
R. thigh	515	"	48 " " " "
R. upper arm	254	"	44 " " " "
Breadth shldrs	432	"	29 " " " "
Strength, back	338	lbs.	17 " " " "
" legs	410	"	51 " " " "
" r. forearm	92	"	56 " " " "
Pull up	9		27 " " " "
Dip	6		15 " " " "

5 could not pull up at all, 18 could not dip.

1,864 lbs. is the total strength of the strongest student in the 100. There is reason to believe that he is the strongest man in college.

THE IN-DOOR CONTESTS.

Three of these are held during the winter. The December and January contests have already been decided. The December contest consisted of 1. Standing Broad Jump. 2. Skipping the Rope. 3. Fence Vault. 4. Running High Jump. 5. Club Race. The January contest included 1. Pull up. 2. Broad Jump. 3. Skipping Rope. 4. Running High Jump. 5. Potato Race. The March contest will include 1. Standing Broad Jump. 2. Running High Jump. 3. 20 Yard Dash. 4. Pole Vault. 5. Hop, Skip and Jump.

The points for the first two contests are divided as follows: R. H. Faison 17; A. W. Belden 16; V. O. Roberson 15; C. J. Harris 14; R. H. Wright (Dec. contest) 10, H.E.D. Wilson 5; J. F. Stokes 4; R. Williams 4; W. E. Hearn 4.

The Director of the Gymnasium appends to his report two anthropometrical charts. One gives the measurements of the strongest man he has so far examined in the University. The student's measurements, giving a total of 1,864 pounds, are within a pound or two of the strongest man measured at Amherst in thirty years. The second chart is that of a student who at the time of his first examination was unable to "pull up" once. The second measurements, taken four months later, show a marked and gratifying improvement (from 966 to 1293 pounds). At the time of his measurement each student receives a chart and a prescription of the exercises best suited to him.

A NEW BICYCLE TRACK.

For the benefit of owners of bicycles and especially the League formed by the wheelmen in the University, a broad track has been constructed surrounding the University grounds. It measures exactly a mile and affords excellent opportunity for exercise and practice. During the winter months the country roads are in a very bad condition and scarcely admit of being used by bicyclists. The track is much needed during these months and answers a most excellent purpose. The preparation of this track is mainly due to the energy and perseverance of Professor Holmes.

PERSONALIA.

L. M. Bristol, 1895, who is so well remembered in connection with the musical clubs of the University, has been appointed an instructor in the Boston Conservatory of Music.

Patrick Henry Winston, Valedictorian 1867, has been elected Attorney General of the State of Washington. He was the candidate of all the silver forces.

Francis D. Winston, 1879, was the Democratic Elector in the Second District in the recent campaign. He resigned to make fusion on the Bryan ticket more complete.

Charles R. Thomas, A.B. 1881, requests that the statement in the first issue of the RECORD concerning him be changed so as to read Elector of the Democratic Party of the 3rd Congressional District.

Thomas Gilliam, 1881, head of the banking house of Gilliam and Lyon, has been elected Secretary and Treasurer of the Windsor Steamboat Company, a corporation doing an extensive carrying trade in the waters of Eastern North Carolina.

On the resignation of Geo. H. Emmett, Professor of English Constitutional History and Historical Jurisprudence at Johns Hopkins University, Guy Carleton Lee (U. N. C. '95) was appointed to carry on his work. This is a great honor for Mr. Lee as he is yet a graduate student and does not cease his own studies to fill the position to which he has been assigned.

William O. Temple, 1878, has received many compliments from the newspapers of South Da-

kota upon the part played by him in the recent presidential campaign. He spoke all over the state of South Dakota and his name has been coupled with that of Senator Pettigrew as being the two foremost speakers in the state. He has also acquired a high reputation as a lawyer.

The RECORD is glad to draw especial attention to the text-book upon Greek and Roman Mythology issued by Professor Harrington and Professor Tolman, (formerly in charge of the Greek Department in the University). This forms one of the Students Series of Latin Classics published by Leach, Shewell and Sanborn, Boston, New York and Chicago. The reputation of the two authors insures the merit and success of the book.

A. Caswell Ellis, A.B., 1894, was in that year appointed to a $400 scholarship in Clark University, was promoted to a Fellowship in 1895. In the same year he published an article upon "Sunday School Work and Bible in the light of Modern Pedagogy." In 1896 he received a Senior Fellowship at Clark University and lectured upon Pedagogics in the Summer School of the University of North Carolina. He has been recently called to the chair of Pedagogy in the University of Texas. A pedagogical article by him is noted in another column. Professor Ellis has received many invitations to lecture upon child-study and cognate subjects.

FORTNIGHTLY LECTURES.

A course of lectures, to be delivered by members of the faculty, has been arranged for this term. This gives opportunity for work a little outside of the routine of the class-room and should prove beneficial to both students and faculty.

January 28th. Professor. Battle on "The Growth of of the Federal Constitution for the past One Hundred Years."

February 12th. Professor Harrington—"A Day in Rome."

February 26th. Professor Gore—"History of the Calendar."

March 12th. Professor Hume—"The Making of the English Bible."

March 26th. Professor Wilson—"A Zoological Trip to the Bahama Islands."

April 9th. Professor Ball—"Homer."

April 23rd. Professor Williams.—"Philosophy and Life."

May 7th. Prof. Cobb—"Living Lakes and Dead Seas."

UNIVERSITY GRADUATES WHO HAVE BEEN ELECTED TO PROFESSORSHIPS.

Edwin A Alderman, President University North Carolina. Ph.B. 1882, D.C.L. U. of South.

Charles Baskerville, Assistant Professor Univ. N. C. S.B., 1892, Ph.D. 1894.

Kemp P. Battle, Professor Univ. N. C. A.B, 1849, LL.D. Davidson College.

William J. Battle, Professor University of Texas. Ph.D. U. of N. C. 1890, Ph.D. Harvard.

Kemp P. Batchelor, Professor University of Maryland. 1887. M.D. Univ. of Maryland.

James E. Brady, Professor Smith College. Mass. A.B. 1881, Ph.D.

Ernest T. Bynum, Professor Trinity Col. 1888.

Collier Cobb, Professor University N.C. 1881. A.B. and A.M. Harvard.

A. Caswell Ellis, A. B., 1854, Professor University of Texas.

James E. Fogartie, Professor S.W. Presbyterian University. Ph.D. 1893.

Silas A. Holleman, Professor Elon College. 1883.

James Y. Joyner, Professor N. C. Normal and Industrial College. Ph.B. 1881.

Guy Carleton Lee, Assistant Johns Hopkins University. LL.B., 1895.

Joseph V. Lewis, Professor Clemson College, S. C. B. E. 1891.

Augustus W. Long, Professor Wofford College, also of Trinity College. Now of Lawrenceville, N. J. A.B. 1885.

James Lee Love, Instructor Harvard University. Ph.B. 1883.

Daniel A. Long, A.M., 1868, D.D., LL.D., President Antioch College, Ohio.

Charles S. Mangum, Professor University N. C. A.B. 1891. M.D. Jefferson Medical College.

John Manning, Professor University of N. C. A.B. 1850, LL.D. U. of N. C.

Hugh L. Miller, Assistant Professor A. & M. College, N. C. Ph.B. 1890.

Charles D. McIver, President N. C. Normal and Industrial College. A.B. 1881.

Robert H. Mitchell, Professor Santa Rosa College, Cal. 1893.

John U. Newman. Professor Antioch College, O. Professor Elon College. Ph.B. 1885.

Hunter Nicholson, Professor University of Tennessee. A.B. 1855.

Andrew H. Patterson, Assistant Professor University of Georgia. Ph.B. B.E. 1891. A.M. Harvard.

Alexander L. Phillips, President Tuscaloosa Institute, Ala. A.B. 1883, D.D. 1895.

William B. Phillips, Professor University of N. C. and University of Ala. Ph.B. 1877, Ph. D. 1883.

William G. Randall, Assistant Professor University of S. C. A.B. 1885.

Wallace C. Riddick, Professor A. & M. College of N. C. A.B. 1885.

Howard B. Shaw, Professor University of Missouri. A.B. 1890, B.E. 1891.

Emil A. deSchweinitz, Professor Columbian University. A.B. 1882, Ph.D. 1885.

Stephen B. Weeks, Professor Trinity College. A.B. 1886. A.M. 1887. Ph.D. 1886.

Charles H. White, Assistant Professor University of Tennessee. S.B. 1892.

Walter Crump Wicker, Professor Elon College. A.B. 1895.

Henry Horace Williams, Professor University of N. C. A.B. and A.M. 1883, B.D. Yale.

Eli B. Wilcox, President East Texas College. Law 1894.

George T. Winston, President University of Texas. 1868, B.Lit. Cornell, A.M. Davidson, LL.D. Trinity College.

A PARTIAL LIST OF SUPERINTENDENTS AND PRINCIPALS OF SCHOOLS SENT OUT BY THE UNIVERSITY.

Charles T. Alexander, 1884, Superintendent Waco, Texas.

Richard G. Allsbrook, A.B. 1896, Principal Hillsboro Academy.

Robert Bingham, A.B. 1857, A.M., Principal Bingham School, Asheville.

George W. Connor, A.B. 1892, Superintendent Wilson Graded School. (Resigned.)

George H. Crowell. Ph.B. 1892, Principal Asheboro Academy.

John W. Canada, A.B. 1896, Superintendent Chapel Hill Graded School.

Robert M. Davis, A. B. 1893, Superintendent Tarboro Graded Schools.

Julius J. Foust, Ph.B. 1890, Superintendent Goldsboro Graded Schools.

Thomas R. Foust, B.E. 1892, Principal Newbern Academy.

Luther B. Edwards, A.B. 1888, Superintendent Clinton Graded School.

James A. Gwyn, Ph.B. 1896, Principal Asheville Graded School.

Alexander Graham, A.B. 1868, A.M., Superintendent Charlotte Graded School.

Francis M. Harper, Ph.B., 1888, Principal City Schools, Athens, Ga.

A. Barnes Hill, A.B. 1883, Principal Beaufort Academy.

Harry Howell, Ph.B. 1895, Superintendent Washington Graded Schools.

Logan D. Howell, A.B. 1889, Superintendent Raleigh Graded Schools.

James A. Jones, A.B. 1894, Principal Roanoke Institute.

Ernest P. Mangum, A.B. 1885, Superintendent Wilson Graded Schools.

Berrie C. McIver, A.B. 1895, Superintendent Public Schools, Cheraw, S. C.

M. C. S. Noble, 1879, Superintendent Wilmington Graded Schools.

Jesse M. Oldham, A.B. 1894, A.M. 1895, Principal Presbyterian High School of North Carolina.

Robert P. Pell, A.B. 1881. President Columbia College for Women.

Thomas A. Sharpe, Ph.B. 1896, Principal Goldsboro Graded School.

Eugene M. Snipes, A.B. 1895, Principal Charlotte Graded School.

Thomas W. Strowd, 1887, Principal Union Ridge Academy.

Clinton W. Toms, Ph.B. 1889, Superintendent Durham Graded Schools.

Charles F. Tomlinson, Ph.B. 1895, Principal Winston Graded Schools.

Holland M. Thompson, Ph.B., 1895, Principal Concord Academy.

Ira T. Turlington, Ph.B., Principal Smithfield Academy.

William R. Webb, A.B. 1867, A.M., Principal Bellbuckle Academy, Tenn.

Willie T. Whitsett, 1888, Principal Fairview Academy.

PUBLICATIONS BY FACULTY AND ALUMNI.

Professor Thomas Hume, Jr. D.D., LL.D

John Milton and the Baptists. Delivered before the North Carolina Baptist Historical Society.

A. Caswell Ellis, A.B., 1894.

A Study of Dolls. Pedagogical Sem. IV. 2.

Professor Karl P. Harrington, A.M.

The Preparation of the Teacher for High School Work. Read before the Southern Association of Schools and Colleges. Vanderbilt Observer, November 1896.

Prof. K. P. Harrington and Prof. H. C. Tolman.

Greek and Roman Mythology. The Students' Series of Latin Classics. Leach, Shewell, and Sanborn, Boston, 1897, pp. 179.

Dr. Henry F. Linscott.

The Latin Third Declension. A Study in Metaplasm and Syncretism. University of Chicago Press, 1897. Monograph 8vo. pp. 45.

Guy Carleton Lee, LL.B, 1895.

Negroes under Southern Conditions. Social Economist. New York, January 1897.

Frederick Barbarossa and German Unity. Home Magazine, March 1896.

The Growth of Germany, Home Magazine, April, 1896.

Bismarck, Home Magazine, May 1896.

The Social Evil. Read before Economic Conference, Baltimore, 1896.

The Lawyer's Position in Society. The Green Bag, June, 1896.

The Fathers of the Republic. Home Magazine, October, 1896.

War Time Presidents. Home Magazine, November, 1896.

Mandamus, a Study in Historical Jurisprudence. Albany Law Journal, November 8.

Laud in Anglo-Saxon Times. Albany Law Journal, November 28, 1896.

Modern Presidential Elections. Home Magazine, December, 1896.

The Revolution in the Organization of the Church of the Nineteenth Century. Read at the annual meeting of the American Church History Association, New York City, December 1896.

Dr. F. P. Venable and Dr. Chas. Baskerville.

Zirconium Oxalates. Journal American Chemical Society, January, 1896.

Rev. W. A. Betts, Ph.B., 1880.

The Plan of Salvation. Monograph, pp. 18.

A Brief Study of Methodist Biography and History. Monograph pp. 16.

The Rock Hill (S. C.) District Annual.

MEETINGS OF THE LEARNED SOCIETIES.

THE PHILOLOGICAL CLUB.

The Philological Club met on Tuesday evening Feb. 2. The following papers were read:

Syncretism of the Instrumental and Locative in Latin. Dr. Linscott.

Tragic Guilt and Atonement in Schiller's Jungfrau von Orleans. Mr. May.

The Greek Genitive in—oo. Professor Ball.

The Roman Allusions in the Pseudolus of Plautus. Professor Harrington.

ELISHA MITCHELL SCIENTIFIC SOCIETY.

104th Meeting, Dec. 8th 1896.

Development of Nerve Fibres. Dr. H. V. Wilson.

U. S. Survey Methods in North Carolina Mr. George P. Butler.

Line of Exact Levels Across the State. Professor J. A. Holmes.

105th Meeting, January 12th, 1897.

Hemorrhagic Fever. Dr. Whitehead.

Some Notes on Recent Work in Chemistry. Dr Venable.

NORTH CAROLINA HISTORICAL SOCIETY.

Society held its regular monthly meeting on Feb. 2, 1897. Interesting short papers were read as follows:

"*Letters of Wm. Hooper.*" Mr. R. H. Graves.

"*De Graffenreid.*" Mr. F. W. Foscue.

"*Description of the Battle of Seven Pines.*" Mr. R. V. Whitener.

"*Early History of the University of N. C.*". Dr. Kemp P. Battle.

NECROLOGY FOR THE PAST YEAR.

William Joseph Martin. Davidson College. Born in Richmond, Virginia, December 11, 1830. University of Virginia, 1851–54. Professor of Natural Science in Washington College, Pa., 1854–58. Professor of Chemistry in the University of North Carolina, 1858–67. Colonel of the 11th (Bethel) Regiment, N. C. Troops, C. S. A. Promotion to Brigadier General ordered when the war ended. Principal Columbian High School in Tennessee 1867–70. Professor of Chemistry in Davidson College 1870–96. Acting President 1887–91. M.A. (Columbian University), LL.D. (Hampden-Sidney) 1887, and (U. of N. C.) 1889. Died March, 23rd 1896.

Pleasant Hunter Dalton, Mocksville. A.B. 1844. Presbyterian Minister. Born March 4, 1821. Ordained 1848. Principal of Female School at Madison, N. C. Pastor at Washington, N. C., High Point and Mocksville. Evangelist of Orange Presbytery, Died July 22, 1896.

Joseph Caldwell Huske, Fayetteville, A.B., 1843. D.D. 1877. Episcopal minister, Rector of churches at Morganton and Fayetteville. Member of the Standing Committee of the Diocese of North Carolina and Chairman of the Standing Committee of East Carolina. Deputy to the General Convention of his Church from the same Dioceses. Born June 7, 1822. Died January 14, 1897.

Marshall Henry Pinnix. Lexington, A.B. 1859. A.M. 1877. Lawyer. General Assembly 1875–'77. State Senator 1881–'83. Trustee U. of N. C. 1877–'85. Born December 22, 1835. Died January 30, 1897.

George Washington Thompson. Pittsboro, 1844. Farmer and Manufacturer, Born May 16, 1824. Died September 26, 1896.

John Claudius Abbott. South Mills, 1895. Teacher. Born November 23, 1871. Died August 19, 1896.

John Thomas Farrell. Orange county. A.B. 1895, *cum laude.* Teacher. Born October 31, 1867. Died October 1895.

Plummer Willis Green. Warrenton. A.B. 1853. Planter. Confederate States Army. Born February 6, 1833. Died December 22, 1896.

James Hillard Williams. Warren county. A.B. 1856. Confederate States Army. Planter. Teacher. Insurance Agent. Born October 7, 1835. Died January 8, 1897.

John William B. Watson. Raleigh, 1828. Planter. General Assembly. Born 1812. Died January 24, 1897.

Edward Wray Martin, Little Rock, Arkansas. LL.B., 1891. Born Nov. 20, 1868. Died December 29th, 1896.

David W. Bulluck, Edgecombe county, 1839. Planter. Born August 26, 1819. Died April 25th, 1896.

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ELISHA MITCHELL SCIENTIFIC SOCIETY.

104th Meeting, Dec. 8th 1896.

Development of Nerve Fibres. Dr. H. V. Wilson.

U. S. Survey Methods in North Carolina Mr. George P. Butler.

Line of Exact Levels Across the State. Professor J. A. Holmes.

105th Meeting, January 12th, 1897.

Hemorrhagic Fever. Dr. Whitehead.

Some Notes on Recent Work in Chemistry. Dr Venable.

NORTH CAROLINA HISTORICAL SOCIETY.

Society held its regular monthly meeting on Feb. 2, 1897. Interesting short papers were read as follows:

"*Letters of Wm. Hooper.*" Mr. R. H. Graves.

"*De Graffenreid.*" Mr. F. W. Foscue.

"*Description of the Battle of Seven Pines.*" Mr. R. V. Whitener.

"*Early History of the University of N. C.*". Dr. Kemp P. Battle.

NECROLOGY FOR THE PAST YEAR.

William Joseph Martin. Davidson College. [illegible] School in Tennessee 1867–70. Professor of Chemistry in Davidson College 1870–96. Acting President 1887–91. M.A. (Columbian University), LL.D. (Hampden-Sidney) 1887, and (U. of N. C.) 1889. Died March, 23rd 1896.

Pleasant Hunter Dalton, Mocksville. A.B. 1844. Presbyterian Minister. Born March 4, 1821. Ordained 1848. Principal of Female School at Madison, N. C. Pastor at Washington, N. C., High Point and Mocksville. Evangelist of Orange Presbytery, Died July 22, 1896.

Joseph Caldwell Huske, Fayetteville, A.B., 1843. D.D. 1877. Episcopal minister, Rector of churches at Morganton and Fayetteville. Member of the Standing Committee of the Diocese of North Carolina and Chairman of the Standing Committee of East Carolina. Deputy to the General Convention of his Church from the same Dioceses. Born June 7, 1822. Died January 14, 1897.

Marshall Henry Pinnix. Lexington, A.B. 1859. A.M. 1877. Lawyer. General Assembly 1875–'77. State Senator 1881–'83. Trustee U. of N. C. 1877–'85. Born December 22, 1835. Died January 30, 1897.

George Washington Thompson. Pittsboro, 1844. Farmer and Manufacturer, Born May 16, 1824. Died September 26, 1896.

John Claudius Abbott. South Mills, 1895. Teacher. Born November 23, 1871. Died August 19, 1896.

John Thomas Farrell. Orange county. A.B. 1895, *cum laude*. Teacher. Born October [illegible] Watson. Raleigh, 1825. Planter. General Assembly. Born 1812. Died January 24, 1897.

Edward Wray Martin, Little Rock, Arkansas. LL.B., 1891. Born Nov. 20, 1868. Died December 29th, 1896.

David W. Bulluck, Edgecombe county, 1839. Planter. Born August 26, 1819. Died April 25th, 1896.

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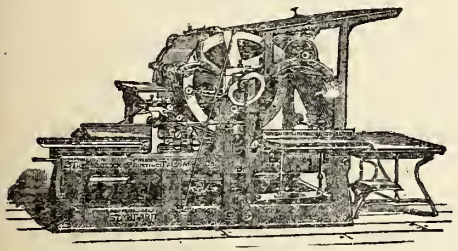

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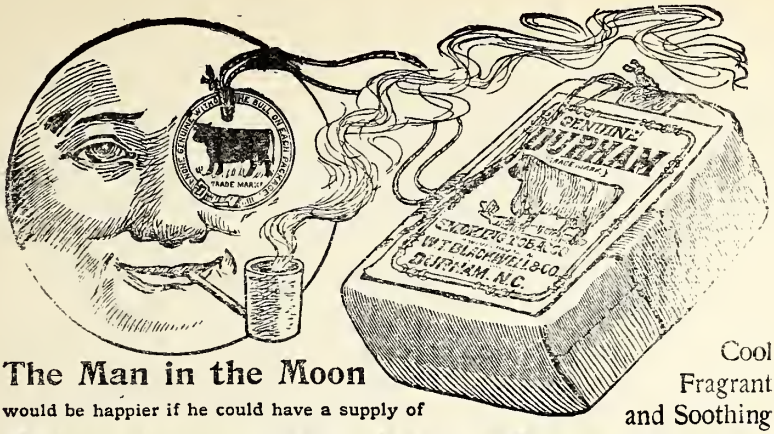

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THE UNIVERSITY RECORD.

University of North Carolina.

VOL 1., NO. 3. CHAPEL HILL, N. C. APRIL, 1897.

Entered in the postoffice Chapel Hill, N. C., as second-class matter.

An Extra Number of the Record containing an account of the Inaugurationof President Edwin Anderson Alderman, on January 25th 1867,has been mailed to all subscribers The preparation of this extra number has delayed the appearance of this issue. Because of the important bearing of the contents of that number upon the history of the University the different and more permanent form was given to it. We think the subscribers to the Record will bear us out in saying that this is one of the most important publications sent out from the University in many years.

The appearance of the catalogue for 1896-97 has been considerably delayed this Spring. It is in the hands of Stewart Bros., the State Printers, and we expect soon to have it in hand for distribution. The delay is in part caused by the fact that the material could not well be gathered until after the session of the legislature was over. The catalogue will be larger and contain more information than ever before. It is scarcely possible for the University to distribute it to all alumni without definite knowledge as to whether they wish it or not. It will be gladly sent, however, to every one making request for it.

The alumni are most cordially invited to be present at the Commencement of 1897 on June 1 and 2. In another portion of the Record the programm of Commencement will be found with a detailed description of some of the special features. The presence of many of the alumni will make the reunion a delightful one and contribute to the pleasure of all.

The Committee upon the water works, consisting of Dr. R. H. Lewis and Prof. Wallace Riddick, have visited the University and carefully looked into the best means of providing an adequate supply of water. Some preliminary work has already been done.

DEPARTMENT OF PHYSICS.

Physics occupies an important place in the college curriculum, both by virtue of its educational value and because it is an essential subject of study in several of the technical or professional courses.

While all the natural sciences are based on observation and experiment and are subject to instrumental and observational errors, yet Physics is most amenable to mathematical treatment and is rapidly approaching the stage of an exact science. This accuracy gives the subject its special value from an educational point of view. Then, since it has to deal with phenomena that are constantly occurring, happenings that are intimately connected with our existence and every employment, it provides the educated man with a source of enjoyment that adds new interest to life and ennobles inanimate nature by his being able to perceive law and order in all her manifestations of energy.

The courses in General Physics and the course in Astronomy are taught with reference, primarily, to their value in mental training, though the very nature and indeed the subject matter of these studies are so essentially practical that economic applications of the facts and principles are but legitimate results. The plan pursued in teaching the general courses in Physics is by text-books, lectures, class experiments and laboratory work.

The advanced undergraduate work in the department is Electricity and Magnetism. The Electric Light Plant, equipped with two engines and two generators, which may be run in series or separately, a storage battery of sixty-nine cells and the necessary regulating and recording instruments, is of great service to this class. An electric pump that has been ordered for the enlargement of the water supply will be a serviceable object-lesson on the electrical transmission of power. The laboratory is supplied with many instruments of precision, for example: a legal ohm, standard cell, volt meters, ammeters, condenser, mirror galvanometers, ballistic galvanometers, Siemens dynamometer, electrometer, Wheatstone's bridges, earth inductor, magnetometer, etc., etc., with which are made the various tests and electrical measurements that are constantly required of the electrical engineer and are essential to a complete understanding of the laws of the science and its relations to other forms of energy. Within the past year an X-ray machine has been added to the laboratory which, besides being of very great scientific interest, is of practical value to the medical department in surgical operations and observations of the actions of the organs of the body.

The laboratory work of the department has been added during the past few years and while there is great need of more apparatus, the greatest need of the department is a suitable laboratory building. The present accommodations are very inadequate. The lecture room is a good one, though not arranged with reference to class-room experiments, and is through necessity used by other instructors, which interferes with the preparation for experiments. Two small rooms have been provided for experimental work, but are poorly adapted to, and are entirely insufficient for the purpose.

As there are no available rooms in the University that might be fitted up for a physical laboratory, the only feasible solution of the problem seems to be the erection of a building, especially designed for giving the kind of instruction in Physics that is expected and demanded of institutions of higher education.

The cost of a suitable building need not exceed five thousand dollars. The Board of Trustees have been petitioned for such a building, but lack of means will most probably prevent their granting the request. It is hoped, however, that some friend of the University, who desires to enhance the educational advantages of the State and aid scientific instruction, may appreciate the great need of the department of Physics and erect a building that will further the teaching of this science and be a monument to his generosity and an expression of the value he places on practical scientific education.

WOMEN AT THE UNIVERSITY.

On the 21st of February, 1897, the Trustees of the University passed an ordinance admitting women to the post graduate courses in the institution. This act was a wise one and along the line of the general policy of the University to extend its benefits to all classes regardless of sect or sex or party lines. There is a sentimental fitness in the act, too, arising from the fact that the greatest benefactors of the University since its re-establishment have been women.

The wider opening of the doors of the University ought to mean a great deal to the women of the State who wish larger culture and higher training than can be obtained in the colleges for women. Hitherto such training has meant to them a residence at some Northern college at great expense, and has often seemed an impossible undertaking. Now, the opportunity is at their doors at trifling cost, and the authorities will use all care to provide for the comfort and instruction of the young women seeking training within its walls.

As may be seen from the catalogue the following wide range of studies is offered to candidates: Greek, 4 courses; Latin, 8; Modern Languages, 6; English, 6; History, 3; Mathematics, 2; Phyics, 4; Chemistry. 4; Biology, 4; Geology, 5; Pedagogy, 4; Philosophy. 1.

A committee has been appointed, with any one of whom young women wishing to enter for the fall term should correspond. This committee consists of the President and Professors Alexander, Venable and Gore.

THE CHAIR OF PEDAGOGY.

At the midwinter meeting of the Board of Trustees, Clinton White Toms, Superintendent of the Durham City Schools, was elected to the Chair ef Pedagogy made vacant by the elevation of Professor Alderman to the Presidency. Professor Toms is a native of Hertford, N. C. and a graduate of the University in the class of 1889. His life has been given to the profession of teaching and he comes to the University with the reputation of having brought the Durham schools to the highest point of power and efficiency. This chair sustains a most vital relation to the educational life of the State. Its purpose is to investigate the history of educational theories and to furnish to the young men who go out annually to teach in our schools, a consistent body of educational doctrine and scientific methods of teaching. It is intended to be a training ground for the future superintendents, principals and teachers of our growing school system. and to form a closer link of articulation between the University and the lower schools, whether public or private. It is proposed to make this chair a genuine source of stimulation to the teachers of the State who cannot attend the regular sessions of the University by means of suggestive leaflets and helpful outlines of courses of study and reading.

THE DEPARTMENT OF PHARMACY.

At a meeting of the Trustees in March, 1897, a Department of Pharmacy was established in the University and Mr. E. Vernon Howell was elected Professor of Pharmacy. Professor Howell is a graduate of Wake Forest College. After graduation he studied at the Philadelphia College of Pharmacy and received the degree of Ph. G. He has since followed his profession in Rocky Mount and comes to the University with high recommendations from the members of his profession and prominent citizens of the State. He has filled high positions in the State Pharmaceutical Association and is a young man of energy, ability and much promise.

The Department of Pharmacy at the University will have a special laboratory fitted up for it with water, gas and the best appliances, and every effort will be made to have it one of the best in the South. Professors Gore, Wilson, Venable, Mangum and Baskerville will be asso-

ciated with the Professor in charge of the Department, thus giving the student in Pharmacy the benefit of excellent laboratory equipment and instruction in the cognate studies of Physics, Biology, Chemistry and Physiology. The course of instruction will extend over two years and will lead up to the degree of Ph. G. (Graduate in Pharmacy).

THE COMMENCEMENT ORATOR.

The Hon. William Lyne Wilson, the final orator of the University for 1897, is one of the foremost American publicists and scholars.

Mr. Wilson was born in Virginia fifty-four years ago. He was graduated from Columbian University and left the University of Virginia in 1862 to go as a private soldier into the Confederate army. From 1865 until 1871 he served as Professor of Modern Languages and later of Latin in his Alma Mater, studying law in the meanwhile. In 1882 after some participation in political life he was made president of the West Virginia State University, but was sent to Congress after a very short service.

He remained in Congress continuously for twelve years, rose to be Chairman of the Ways and Means Committee and in this capacity both prepared the Wilson Tariff Bill now on our statute books, and led in the battle royal waged over its passage. As Chairman of the National Democratic Convention of 1892 and as orator on numerous occasions of high academic and political importance, Mr. Wilson has won a great fame as a scholar and forceful speaker. His latest service to the country was in the Cabinet of Mr. Cleveland, where, as Post Master General, he displayed qualities of rare executive ability.

Mr. Wilson is a man of attractive and compelling personality, and knows well how to wed strong, vigorous thought to well chosen speech.

A notable audience will greet the new President of Washington and Lee University on our Commencement occasion.

THE ALUMNI BANQUET.

On COMMENCEMENT DAY, Wednesday, June 2, after the closing exercises of the Graduating Class, the ALUMNI BANQUET will be served in Commons Hall.

This Banquet, it is hoped, will be henceforth not the least attractive feature of Commencement.

The Alumni will proceed to the Hall by Classes and the whole occasion will be most favorable for the renewal of old college associations.

There will also be a few short speeches reflecting the life of the University and its relation to the State.

It is earnestly hoped that each succeeding year will bring together a larger number of the sons of the University who pause for a moment to revisit the scenes of their first contests, and to encourage their *Alma Mater* by their presence and counsel.

THE VISITING COMMITTEE.

The Committee appointed by the Trustees to inspect the University and to report upon its condition and needs was composed of the Hon. Vergil S. Lusk of Asheville, Col. Julian S. Carr of Durham and Mr. Henry Weil of Goldsboro. These gentlemen made a thorough inspection of the institution, heard reports and statements from the entire faculty and addressed the student body. Their official report will be presented at the annual Commencement, Wednesday, June 2.

INTER-SOCIETY DEBATES.

Three debates have been held between the two societies during the session and they have served much to keep up the interest in the societies and to raise the standard of their work.

The first debate was held in November in the hall of the Dialectic Society.

Query: Resolved, That the tendencies in American civilization as seen in the formation of trusts and combines, functions of political par-

ties and ecclesiastieal government are against the normal development of the individual.

Debaters, affirmative, Dialectic, T. C. Buie, P. T. Cheek, G. R. Swink. Negative, Philanthropic, J. D. Parker, R. H. Sykes, and E. A. Abernethy.

Judges: Dr. Alderman, Prof. Harrington and W. C. Smith.

The query was deeided in favor of the negative.

The Ninth Annual Inter-Society Debate was held in the Philanthropie Hall on April 26th 1897. The Query was: "Resolved, That, barring constitutional objection, an income tax should be in our Federal system of taxation."

The Dialectie debaters, E. K. Graham and T. F. Kluttz, Jr., took the affirmative while W. J. Brodgen and S. B. Shepherd on the part of the Philanthropic Soeiety took the negative.

The Judges were Dr. H. V. Wilson, Rev. D. J. Currie and Dr. C. D. Melver. After a short delibcration the Judges deeided in favor of the affirmative.

The last debate of the session was held on April 30th in the Philanthropie Hall. The Query was; Resolved, That the eonservative forces in our nation are not suffieient to ensure its perpetuity.

The Dialeetic debaters, J. W. Cooper and W. S. Wilson took the affirmative. The negative side was upheld by J. R. Baggett and W. E. Cox of the Philanthropie and the question was decided in their favor.

THE SUMMER SCHOOL.

The new Professor of Pedagogy, Professor Clinton W. Toms, will have eharge of the approaehing Summer School; indeed he has already taken matters in hand and has sent out to the teaehers of the State a very large number of eards giving a list of teaehers, and also a eireular with a fuller account of the various courses.

The sehool will begin on June 22nd and close July 23rd, thus covering five weeks. Professor Toms has sueeeeded in seeuring a full and attractive list of leeturers. There are twenty-nine teaehers in the faculty. Among those eoming from outside of the State we note;

Professor Wilbur S. Jaekman, teaeher of Natural Scienee, Chieago Normal School, Author of Jaekman's "Nature Study," who will give instruetion in Natural Seienee.

Miss Mary A. Bryant, Ogontz Sehool, student in Leipsie University and Paris, will teach the Tempest and Maebeth, the latter with the interpretation of Booth and Irving.

Professor W. F. Gordy, Supervising Prineipal, Hartford, Conn. Author of "The Pathfinder in Ameriean History," will have eharge of classes in Ameriean History.

Dr. Charles A. MeMurry, University of Chicago, Seeretary of the National Herbart Society, Author of "General Method," "Special Method in Literature and History," will discuss and exemplify Seientifie Pedagogy.

William J. Milne, Ph.D. LL.D., President of the New York State Normal College, Author of Algebra and Arithmetic, will leeture on the teaehing of Arithmetie.

Miss Nettie Bemis, graduate of Pratt Institute, Brooklyn, for three years a teacher in the Durham Graded Sehools, will have charge of the elasses in Manual Training.

Professor E. P. Moses, Winthrop Normal Sehool, Roek Hill, S. C., Author of "Moses' Reader," will have charge of all primary work.

Several of the Superintendents of city sehools in North Carolina will give eourses of leetures: Superintendent Noble, of Wilmington, in Mathematies, Superintendent Graham, of Charlotte, in History, Superintendent Howell, of Raleigh, in Geography, Superintendent McLaughlin, of Wadesboro, Author of "Prima Pensa Latina," in Latin.

Professor Claxton, of the Normal College, will leeture on Psyehology, and Professor Brown, of the same institution, will give instruction in Music.

The State Geologist, Professor J. A. Holmes, will make excursions with the teachers into the country about Chapel Hill for the study of the Geology and Geography of the region and the Physical History of the State.

The following members of the University Faculty will take part in the Summer School: President Alderman, Professors Toms, Toy, Hume, Cobb, Mangum and Baskerville and Instructors Linscott, Webb, and Coker.

Judge Shepherd will lecture upon Civics and in conjunction with Professor Manning will conduct the regular summer Law School.

This long list of teacher of established reputation insures the finest educational work during the coming session of the school. Those having its interests in charge propose to make it one of the most thorough and successful summer schools in the South and it is clear that they will succeed.

Every subject which bears closely upon the teacher's work will be taught. The feast thus spread before the teachers of the State and placed easily within their reach is a most tempting one. Such an opportunity for growth and for the gathering of new and helpful ideas none of our teachers can afford to miss. Chapel Hill, with its shady trees, and pure water forms a very pleasant place in which to spend a part of the summer and the low rates of board and reduced railroad fare make it well suited to the slender purses of the hard worked and poorly paid teachers in the public schools.

In thus providing for the teachers of the State the best instruction in all matters pertaining to their work, the University is doing a great work for the building up of the schools and of the State. No teacher can come to these gatherings and spend five weeks of earnest work under such educational leaders without drawing in a deep breath of inspiration for the coming session and gathering new ideas and plans for better, higher work. He comes in contact with progressive workers. He feels the shoulder-touch of his fellow teachers, pushing upward and striving for better things. The weariness leaves him and the despondency bred of his apparently unappreciated, unsuccessful toil and fostered by his isolation is replaced by strong hope and faith in his calling.

It is difficult to estimate the amount of good, direct and indirect, springing from the annual gathering of teachers for a little quiet study together under the guidance of the University, the head and pride of the school system in the State.

Every sign points a larger attendance of teachers than ever this year. The University will not rest satisfied until all are reached.

CLASS DAY AND COMMENCEMENT DAY.

The exercises of the Commencement season will begin on the morning of Tuesday, June 1. This year an effort has been made not only to make class Day distinctly *Senior's Day*, but to make the exercises throughout, more dignified, more appropriate, and more interesting than they have been heretofore. The wearing of the cap and gown will, first of all, add dignity and class unity to the occasion, and the plans, which have been made for keeping the seniors together on this day, will, it is hoped, prove possible and and desirable.

At nine o'clock in the morning the Senior Class will form by twos, in front of the Memorial Hall, and, headed by the band, will march to the Chapel for a fifteen minute service of prayer. At a quarter after eleven they will again march to the Chapel for the usual Class Day Exercises, which have been shortened, and made more concise than those of previous years. At half past five in the afternoon, the Seniors will form for the last time, marching first to the Library, for the presentation of a bust of General Robert E. Lee, then to the "Davie Poplar" around which they will, in turn, smoke the pipe of peace, and finally to all the buildings in the campus, before every one of which they will give the college

cheer. At eight o'clock, the representative speakers from the Philanthropic and Dialetic Societies will deliver their orations in the Chapel, and following, the President and Faculty will receive the students and their friends in the Commons Hall from ten until twelve.

As Class Day is for the Seniors, so is Commencement Day for the alumni. On Wednesday at 10:30 a. m., in Memorial Hall, the Commence-exercises will be held, at which time Ex-Postmaster General, William L. Wilson, President of Washington and Lee University, will deliver the oration. At half past two in the afternoon, the banquet for the alumni of the University will be given in the Commons Hall. At eight o'clock the Glee Club will give its annual concert in the Chapel, and from ten until one the Senior ball will be held in Commons Hall.

THE BACCALAUREATE SERMON.

Rev. J. S. Felix, D.D., pastor of the First Baptist church, Asheville, will deliver the Baccalaureate Sermon, Sunday morning, May 30th. His fine culture, manly character and bearing, and genuine eloquence, give assurance that this important service will be admirably rendered.

COMMENCEMENT PROGRAM.

SUNDAY MAY 30TH.

11:00 A.M. Baccalaureate Sermon by the Rev. Dr. Felix.

MONDAY MAY 31ST.

8:00 A. M. Anniversary Meeting of the Dialectic and Philanthropic Societies.

TUESDAY JUNE 1ST.

9:00 A. M. Seniors form in front of the Memorial Hall and march to the Chapel for prayers.

9:30 A M. Meeting of the Board of Trustees.

11:30 A M. Senior Class Day Exercises.

5:30 P. M. Presentation of the Senior Class Gift, bust of Robert E. Lee, and Exercises around the Davie Poplar.

8:00 P. M. Orations by Representatives of the Dialectic and Philanthropic Societies.

10:00 P. M. Reception in Commons Hall by the President and Faculty.

WEDNESDAY JUNE 2ND.

6:30 P. M. Meeting of the Alumni Association in Gerrard Hall.

11:30 A. M. Commencement Exercises in Memorial Hall: Orations by members of the Graduating Class.

12:00 P. M. Address by William L. Wilson.

1:15 P. M. Conferring degrees, announcement of Honors, Prizes, and Appointments.

2:00 P. M. Alumni Banquet.

8:00 P. M Concert by Glee Club, in Gerrard Hall.

CHRISTIAN EDUCATION.

So much is said of Christian Education in these days that the public is lead to believe that some new theory or plan of edueation has been discovered, something essentially different from the past or at variance with the education fostered by the State. If the character of the teachers and their striving to lead those committed to their charge into the Higher Life have anything to do with this Christian Education, some few facts regarding the faculty of the University are worthy of note.

There are twenty-nine professors and instructors actually engaged in teaching the students who come to the University. Fifteen of these either have taught or are now teaching in the various sabbath schools of the town. One or more Bible classes for students are conducted by members of the faculty in each of the four churches of the town and one class for all denominations together is regularly taught in the University buildings.

Thirteen members of the faculty are officers in their respective churches, or, leaving out the younger instructors whose stay may be regarded too temporary for such permanent office, twelve

out of seventeen professors are or have been elders, stewards, vestrymen, or deacons in their respective churches.

It is scarcely to be thought that such men would be engaged in an unchristian education. It may not be a denominational education which is given, but Christianity is something broader, deeper and worthier the having than mere denominationalism.

MEDICAL DEPARTMENT CATALOGUE.

The Medical Department has issued a neat catalogue, giving an outline of the studies and a list of the students in attendance. The number of names upon the latter attest the success of the school under Dr. Whitehead. Thirty-six medical students is a goodly number for a preparatory school in North Carolina. A year ago the school was enlarged to a full two-years course. This was in accord with the general movement over the country requiring four years of medical training before giving a degree. It shortens the time which must be spent in the clinical schools of the large cities and to that extent renders a medical education less expensive.

There are now two full professors whose work lies exclusively in the medical department and four others teaching in the allied branches, making a faculty of six. The work is thorough and the school is destined to do much for the medical profession in the State.

THE SERIES OF FACULTY LECTURES.

The newly inaugurated system of public lectures to be delivered by various members of the Faculty at stated intervals during the spring term has proved eminently satisfactory. The success of this progressive movement has been fully attested by the appreciative and sympathetic audiences which have greeted each of the lecturers.

Designed primarily for the benefit of the students, the lectures have already proved an entering wedge for the establishment of a new department, that of University Extension. The good people of Laurinburg (N. C.) have learned something of what may be seen in "A Day in Rome." Burlington has come to know how our ancestors laboured in "Making the English Bible," and our Wilmington friends have seen and heard about "Living Lakes and Dead Seas."

The value of a popular discussion of a subject by an expert in his line is appreciated by the student body. These lectures when delivered in the towns and cities of the State give forth light and create intellectual life for many: some truth and lessons are found for all, and parents may learn what manner of man is he, who helps guide and direct the youth of the State. The University is to be congratulated upon the auspicious reception of the movement.

THE GEORGIA DEBATE.

The first intercollegiate debate which the University has ever taken part in, occurred in Athens, Georgia, between the University of North Carolina and the University of Georgia, on Saturday night, May 8th, 1897.

The University was represented by Mr. D. B. Smith of the Di. Society, and Mr. H. G. Connor, Jr., from Phi Society. Georgia was represented by Messrs. Cliff M. Walker, and George Jackson. The question was, Resolved, That the Principles of the Swiss Initiative and Referendum should be incorporated into our scheme of Government.

The committee to decide the question was, Hon. Lewis W. Perrin, of South Carolina, Judge John Shannon, and Judge Marshall J. Clark, both of Georgia. Mr. Harry Dodd presided.

In the debate the North Carolina representatives took the affirmative, while Georgia defended the negative side. The decision of the Judges was given in favor of the negative.

Next year the second of the inter-university debates will be held in North Carolina.

TRACK ATHLETICS.

The events and results were as follows:

100 Yard Dash— Fab Haywood, first—time 10 seconds; McEachern 2nd; Osborne, 3rd.

Pole Vault—Harris first, height, 8 ft 10 inches Wright, R., 2nd.

220 Yard—Haywood 1st, time 23 3-4 seconds: McEachern 2nd; Osborne fell 20 feet from the wire when in the 2nd place.

Hammer Throw—Monk, 1st place 87 ft. 7 in.; Baggett, 84 ft. 10 inches; Canada, P. 72 ft. 6 in; Pond, 4th place.

High Hurdle (120)—Harris, C. E., 1st, 21 1-5 seconds; Follin fell at next to last hurdle when a full hurdle in the lead.

440 Yards—McEachern 1st, 46 4-5 seconds; Pond, 2nd.

Director, Mr. Mechling; Starter, Dr. Charles Mangum; Judges, Dr. Baskerville, Mr. Butler, and Geo. Stephens.

These results make an excellent showing and compare most favorably with the best achievements of other Southern colleges.

THE BASE BALL TEAM OF 1897.

This season opened under very discouraging circumstances. When the candidates for the team were called together it was seen that reliance had to be placed upon new and untrained material for the important place of pitcher. The best of teams can hope to do but little under such circumstances. The pitchers selected developed greatly during the training, but could not hope to compete successfully against the strongest teams in the country which were scheduled to meet them. The schedule of games must always be made out in the early autumn.

The team consisted of B. E. Stanly, Captain, F. H. Bailey, catcher; A. W. Mangum and Roy Williams, pitchers; R. A. Winston, 1st base; A. W. Belden, 2nd base; F. B. Johnson, 3rd base; B. E. Stanly, short stop; J. L. McKee, left field; J. D. Whitaker, centre field; and F. O. Rogers, right field.

The games played and the scores were as follows:

N. C.	against	Oak Ridge	19 to 0.
"	"	Virginia	6 to 7.
"	"	Wake Forest	7 to 2.
"	"	Lafayette	11 to 9.
"	"	Lafayette	6 to 3.
"	"	Pennsylvania	3 to 11.
"	"	Pennsylvania	5 to 6.
"	"	Lehigh	8 to 8.
"	"	Lehigh	4 to 7.
"	"	Yale	16 to 19.
"	"	Princeton	3 to 9.
"	"	Virginia	4 to 10.
"	"	Franklin	18 to 0.
"	"	Georgia	10 to 11.
"	"	Georgia	15 to 6.

Mr. W. S. Howard was manager of the team and ended the season free of debt. This is the first time that the expenses have been fully met since the fall of 1894. Manager Howard was further enabled by means of his surplus to pay off all debts except those of the fall of 1895.

Y. M. C. A. SERMONS.

For some years it has been the custom of the Young Men's Christian Association to have a series of monthly sermons delivered before the student body by some prominent minister of one of the evangelical churches. In this the Association meets the hearty co-operation of the faculty, and the sermons have proved very beneficial in various ways.

The following have been delivered during the current session:—

October, 1896. Rev. E. W. Smith, D. D., Greensboro, N. C.—"Character Building."

November, 1896. Mr. S. M. Sayford, College Evangelist for the United States. A series of ten sermons.

January, 1897. Rev. Jerome Horner, Oxford, N. C.—"Internal Evidence of Christianity."

February, 1897. Rev. H. F. Christberg, D.D., Reidsville, N. C.—"The Ideal and Practical in Christ Jesus," or "Christian Character."

March, 1897. Rev. W. W. Staley, D.D., President of Elon College.—"The Christian's Light that Lighteth the World."

May, 1897. Rev. F. F. Marr, First Methodist church, Salisbury. "Bible Ideals."

MEMBERS OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA ELECTED BY THE LEGISLATURE OF 1897.

1. To fill vacancies caused by death:—

C. L. McNamee, of Buncombe, to succeed W. N. Mebane. Term to expire Nov. 30, 1899.

Warren G. Elliott, of New Hanover, to succeed S. M. Finger. Term to expire Nov. 30th, 1901.

J. A. Ramsey, of Rowan, to succeed T. H. Pritchard. Term to expire Nov. 30th. 1901.

J. B. Schulken, of Columbus, to succeed M. E. Carter. Term to expire Nov. 30th, 1901.

2. To fill vacancies caused by resignation:—

Henry Weil, of Wayne, to succeed C. R. Thomas. Term to expire Nov. 30th, 1899.

C. T. Bailey, of Wake, to succeed Cyrus Thompson. Term to expire Nov. 30th, 1903.

3. To fill vacancies caused by failure to attend meetings for four years:—

J. W. Whitsett, of Guilford, to succeed Marsden Bellamy. Term expire Nov. 30th, 1899.

J. S. Cunningham, of Person, to succeed J. A. McIver. Term to expire Nov. 30, 1899.

4. To fill vacancies caused by terms expiring Nov. 30th, 1897. Term expires 1905:—

H. L. Grant, of Wayne.
E. H. Meadows, of Craven.
Rufus A. Doughton, of Alleghany.
Robt. T. Gray, of Wake.
Virgil Stuart Lusk, of Buncombe.
G. E. Butler, of Sampson.
S. R. Graves, of Surry.
N. A. Ramsey, of Durham.
W. I. McCarthy, of Craven.
B. S. Mitchell, of Franklin.
W. H. Chadbourn, of New Hanover.
Claudius Dockery, of Richmond.
F. W. Spruill, of Franklin.
B. F. Dixon, of Cleveland.
T. B. Keogh, of Guilford.
A. M. Scales, of Guilford.
W. W. Rollins, of Buncombe.
D. A. White, of Alamance.
F. W. Hancock, of Granville.

NECROLOGY.

THOMAS, SIDNEY BECKWITH. Matriculated 1882. B. L. 1885. Settled at Monroe, then in Hyde county, and in 1890 removed to Washington, N.C. Born in Hyde county, February 6th, 1864. Died March 3rd 1897.

BLOUNT, RICHARD HENRY, (M. D. University of Pa.). Settled in Perquimans county, as a physician and planter. Born in the county January 18th 1832. Died February 21st, 1897.

HAYWOOD, EDWARD BURKE, M. D. Born 1825, Died 1806. Matriculated 1843. A. M. 1868. LL.D. 1889. Surgeon General North Carolina Troops, C. S. A. Surgeon Pettigrew Hospital, C. S A. Chairman Board of Directors of the Insane Asylum of North Carolina.

HOLT, THOMAS MICHAEL. Born 1831. Died 1896. Matriculated 1849: President North Carolina Agricultural Society. President North Corolina Railroad Company. State Senator. Speaker Couse Representatives of North Carolina 1885. Lieutenant Governor, 1891, 93. Manufacturer and planter.

HAYES, JAMES MACINTOSH. Born in Granville county. Matriculated 1880-'81. Graduated at the Charleston Medical College. Practiced medicine in Oxford and later in Greensboro. Member State Board of Medical Examiners. Died in Greensboro, May 15, 1897.

PENDER, SAMUEL TURNER. 1876-'77. General Passenger Agent of Lenoir Narrow Guage R. R. Co. Killed by a train at Lincolnton, April, 22, 1897.

LIBRARY STATISTICS.

The following statistics taken from the Librarian's report for the year 1896 ending with December, show something of the growth and use of the Library. The total number of books added was 1123, distributed as follows: by pur-

ehase 440 vols. by gifts, 611 volumes, by binding 72 volumes. This does not include unbound pamphlets, or the exchanges belonging to the Elisha Mitehell Society.

Seven hundred and eighty-eight volumes of duplieate publie documents were sent to the Superintendent of Documents for Exchange.

The number of books drawn from the library was 11,767, against 10,925 for 1895.

Over one hundred of the leading State, National and foreign periodieals are received by the Reading Room.

Mrs. M. E. Bridgers has given as a memorial to her husband, the late Col. R. R. Bridgers, a complete set of the National Cyelopedia of American Biography,

Col. J. S. Carr has presented two volumes entitled Ameriea's Successful Men.

The Willie P. Mangum, Collection of old Japanese and Chinese specimens of ceramie art and wood earvings, probably the most valuable of its kind in the South, has been put in glass eases in the library. Cases have also been provided for the preservation of various historie relics, and they are now well shown in the rear of the building near the history alcoves. Special efforts are being made to inerease our collection of publie doeuments relating to the history of the State, and quite a number have already been received —and others promised.

MEETINGS OF THE LEARNED SOCIETIES.

SHAKESPERE CLUB.

The Shakspere Club met for the first time, for the Spring of 1897, on March 13. The following papers were read.

Roman Comedy—by Mr. May.

Did Shakspere write Titus Andronicus—Mr. Myers, affirmative; Mr. Cheek, negative.

The seeond meeting was held April 28.

The Hamlet Problem—Mr. Horney.

The Tragedy of Blood and of Thought—Mr. Boddie.

THE ELISHA MITCHELL SCIENTIFIC SOCIETY.

The 106th meeting was held on February 8 Papers were read as follows:

Some Notes on the Design of certain Highway Bridges. Mr. Cain.

Some Missing Links—Mr. Cobb.

The 107th meeting was held the evening of Mareh 27, and the following paper was read:

Roentgen Rays—Mr. Gore.

The following papers were read at the 108th meeting on the 13th of April:

Natural History of Wilmington Region—Mr. Wilson.

Mica Industry in the United State and the Important Relation of the N. C. Mines.—Mr. Holmes,

The 109th meeting was held on May 4. The following paper was read:

The Mississippi Levees.—Mr. Cain.

THE NORTH CAROLINA HISTORICAL SOCIETY:

The North Carolina Historical Society held its regular monthly meeting Tuesday evening Mareh 2, 1897. The following papers were read:

Part taken by N. C. Troops in the Battle of Seven Pines—Mr. J. D. Lentz.

Personel of the Convention of 1861—Mr. J. G. McCormack.

Selection of the Sight and a Sketch of the Donors of the University—Dr. Battle.

The next meeting was held Monday evening April 26, and papers were read as follows:

Early History of the Lower Cape Fear.—Mr. E. J. Wood.

Personel of the Convention of 1861—2nd ehapter—Mr. McCormack.

Early History of the University of N. C.—2nd chapter—Dr. Battle.

THE PHILOLOGICAL CLUB.

The Philologieal Club met on Tuesday evening February 2. The following papers were read:

Syncritism and the Instrumental and Locative in Latin—Mr. Linscott.

Tragic Guilt and Atonement in Schillers's Jungfrau von Orleans—Mr. May.

The Greek Genitive in οο—Mr. Ball.

The Roman Allusions in the Pseudolus of Plautus—Mr. Harrington.

The Philological Club met on Tuesday evening, February 23. The following papers were read:

The Demonstrative οὗτος in Greek—Mr. Linscott.

The Moods in Ennius.—Mr. Harrington.

Some Peculiarities of Melancthon's Latin.—Mr. Harrington.

The Dramatic Structure of Emilia Gallotti—Mr. Toy.

The Philological Club met in the English lecture room on Tuesday evening, March 30, and papers were read as follows:

Some Reasons for the Amalgamation of the Optative and Subjunctive in Latin—Mr. Linscott.

Puns and Pronunciation in Shakspere—Mr. Hume.

Studies in the Diction of the Roman Elegiac Poets—Mr. Harrington.

A Character-sketch from Goetz von Berlichingen—Mr. Toy.

At the meeting on Tuesday evening April 27, the following papers were read:

Pope's Theory of Poetry—Mr. May.

Some Reflexives in the Dialogus of Tacitus—Mr. Harrington.

Relation of the Lager to the Wallenstein Tragedy—Mr. Toy.

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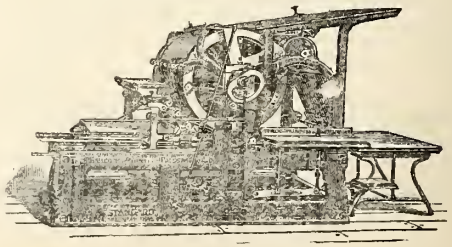

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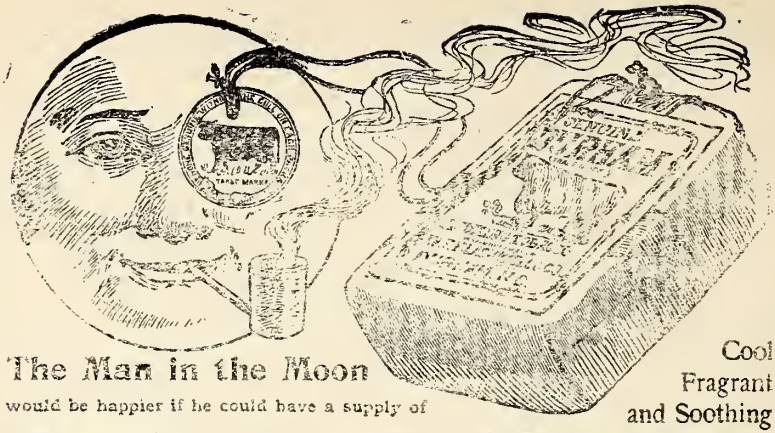

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STANFORD HUNTER HARRIS, *Assistant in Chemistry.*
JOHN GILCHRIST McCORMICK, *Assistant in Geology.*
ARCH TURNER ALLEN, *Assistant in Physics.*

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THE UNIVERSITY RECORD.

University of North Carolina.

VOL 1., NO. 4. CHAPEL HILL, N. C. JUNE, 1897.

Entered in the postoffice Chapel Hill, N. C., as second-class matter.

In this number of the Record will be found a full account of the Commencement of 1897, with the action of the Trustees, new appointments and all that pertains to the closing of the old year and the beginning of a new year of work. There will be no further issue of the Record until next October.

This number closes the volume of the Record for this year. Four regular numbers and a valuable special number have been issued. It has not proved possible to carry out fully the original aims set before the Editorial Committee. A little more zeal and co-operation on the part of the alumni would have greatly aided them in their work. We trust that it has interested and met the approval of many, even though they have not cared to show this approval.

Still, whatever the failings and shortcomings, we feel sure that the Record has a fruitful field of work before it and that some good has been accomplished. It must have served to stir up the interest of some of the University's sons who were getting out of touch with the old life. It must have served to teach them that the old life is not to be treated as a mere memory but that it is an ever new life, a growing life, filled with hopes, aspirations, and successes for rank after rank of the youth of the State. It should be a pleasure and a duty to keep in touch with the work of Alma Mater.

The Record has endeavored to place in the hands of the sons of the University the facts about her work and plans which would enable them to help her in the fight against ignorance. "The University fights only ignorance and fears no harm." She fears no harm because she trusts in the loyalty of her sons, in their courage to know and defend the right and in the innate love for truth and right in the breasts of the people.

THE LITERARY SOCIETIES FROM A STUDENT'S POINT OF VIEW.

During the last few years the literary societies have been the subject of much discussion and adverse criticism. The alumni wander back to the scenes of their college days and tell us that again till it has become both trite and hoary. And indeed it would be a source of surprise and regret if the societies should continue to be what they once were. If such were the case all advance and progress would be forever concluded.

This writer sees much cause for hope and encouragement in the very fact that our societies are moving away from their ante-bellum position. It is true that society membership has been reduced, but this reduction in numbers is but the outward evidence of the progress of specialization which is going on everywhere. Time was when every university student of ability and promise fitted himself for the bar and the society was a helpful means to that end. Today our graduates enter every department of business and industrial life, and to the latter of these society membership would incur a loss of time and could return no real advantage. It is evident, therefore, that the very growth and development of our institution along all lines has necessitated this *seeming* decline in the literary societies.

Is not this so-called decline a cause for congratulation rather than lamentation? Three years ago society membership was compulsory. At that time each society had a membership of at least one hundred and fifty men. About fifty per cent. of this number were interested in the work while the rest were members of the society from necessity and no inclination of their own. The inevitable result was that the interested members were defeated in every attempt to realize the true aim of the societies by the immense number whose sympathy and interest were elsewhere. It was finally decided to make membership optional and the number quickly reduced one half. Under this arrangement a man can have no excuse for connecting himself with either of the two societies unless he is interested in the work. If the new student is a scientist, he allies himself with the Elisha Mitchell Society; if a historian, with the Historical Society; if he has literary aspirations, with the Shakespeare Club or Philological Club, while to the societies is left the sole and important duty of training men for oratory and debate.

No longer do the societies endeavor to play the sponsor to every feature of University training but rather seek to labor effieiently in their own peculiar sphere. And who will dispute that in the thorough accomplishment of this task the societies will be of more service to the University and the State than if they adhered to the old idea of giving to all men all training? The progress of the present is toward specialization and any organization must have definiteness and singleness of purpose if it would succeed. In confining themselves to a few men who are interested in one particular feature of life and training the societies are but keeping pace with the progress of modern life and thought.

A connection of four years with the literary societies of the University has revealed to this writer an evil which threatens to block future progress and advance. That evil is politics. An outsider has little idea of the amount of scheming and wire-pulling that is constantly going on. The selection of representatives, debaters, marshals and society officers furnish fruitful sources for all sorts of politieal intrigue. It is not to be denied that such experience will be useful in after life, but it is beyond all doubt that it detracts from and makes a substitution for the real aim and purpose of the societies. The exercises are frequently abolished when an election is to be held, showing the great interest taken in politics of whatsoever character. The

remedy for this political ill may be hard to find, but still it should be found.

The changes made in the societies within the last two years have been radical and far-reaching in their effects, but under them the close observer has been able to see steady and substantial improvement. The membership is interested and sincere, the exercises thoughtful and conscientious. There is every outlook for an era of prosperity and progress alone made possible by a thorough appreciation of the society's true aim and scope of work.

ALUMNI IN POLITICS.

During the past administration the University was well represented among the Ministers of the United States to foreign nations.

Hon. Hannis Taylor has represented the country at the Court of Spain. He has had a most difficult office to fill during the strained relations with Spain and has shown great wisdom, firmness and tact in all that passed between the two governments over the contest in Cuba.

Hon. Eben Alexander, the talented professor of Greek in the University, has been Minister to Greece, Roumania and Servia and his term of service has also fallen in troublous times. He has made himself exceedingly popular at his post of duty.

Hon. M. W. Ransom has held the position formerly held by that other prominent alumnus of the University, Hon. Thomas C. Manning, Minister to the Republic of Mexico. His is the only position where there has been uninterrupted peace. The term of Consul A. D. Jones, succeeded by Consul Jernigan, at Shanghai, fell in the time of the Chinese-Japanese war, and Consul W. W. Little at Tegucigalpa has just telegraphed the Government the close of the revolution in Honduras.

The Tar Heels seem to have the luck of getting the fighting places in the quadrennial shake-up and distribution of offices.

THE UNIVERSITY GLEE CLUB.

The past season has been one of progress, and, it is believed, usefulness, as well as pleasure, on the part of the Glee Club. The number of members was reduced from sixteen to twelve, thus securing an improvement in the quality. As in recent years the Mandolin Club has again proved an indispensible accessory. One of the features of the year has been the superior quartette work accomplished by fine individual voices. The Club has been fortunate also in enjoying for another year the experienced leadership of Mr. Eatman.

Besides visiting favorite points, the Club has this year given concerts at some places that had never before heard a North Carolina glee club. These include Richmond, Norfolk and Suffolk, Va., and Wilson and Tarboro, N. C. In all these places the Club has enjoyed the well-known cordial hospitality of the University alumni. Perhaps, without making any invidious comparisons, it may be added that the Tarboro alumni deserve, and have, very appreciative gratitude for their unstinted efforts to make the concert in that place a success financially as well as in every other way, and to render the stay of the boys in Tarboro a delightful memory.

The high character of the music of previous years has been fully sustained, and several original University songs have been brought out. It is to be hoped that when the nucleus thus being formed shall have become large enough, a University songbook may be published. The songs of any people or community go far to determine the character of its life, as the tradition of Tyrtaeus taught us long ago.

Mr. H. E. Mechling, Director of the Gymnasium, will assist Dr. Lambeth, the Director of the Gymnasium at the University of Virginia, in conducting a Summer School in athletic work at the University of Virginia.

THE 102D ANNUAL COMMENCEMENT.

THE BACCALAUREATE SERMON.

On Sunday, May 30th, before the Senior Class and a large audience gathered in the Chapel, the Rev. J. S. Felix, D.D., of Asheville preached the baccalaureate sermon. Dr. Felix took as his text Romans viii, 28: "And we know that all things work together for good to them that love God, to them who are the called according to his purpose." It was shown that God must have had a purpose in creating the world, that this purpose must have been beneficent, and that it must be fulfilled. The sermon was simple, strong and earnest and full of a joyous trust in the Father's wisdom, power and love.

THE CLASS DAY EXERCISES.

On Monday night the Society reunions were held. On Tuesday many new features were introduced into the exercises of the graduating class. This promises to be one of the pleasantest days of Commencement if kept up in the spirit and with the success of 1897. The day was ideal in its beauty and sweetness, a soft spring day with a glorious light flooding the green of the campus and sifting down through the leaves of the grand old trees. It never looked more peaceful, happy and restful.

In the morning the class gathered in the Chapel alone for a brief morning service of prayer and praise. At noon they assembled and carried out the following program:

History and Statistics Ralph Henry Graves,
Poem - - - William Starr Myers,
Prophesy - - Henry Groves Connor, Jr.

The speeches were short and witty and were greatly enjoyed by all who heard them. At the close of the exercises the class through their President, Mr. D. B. Smith, presented to the University a bust of Robert E. Lee. This was accepted by President Alderman on the part of the University with stirring words inspired by the life and character of the great Southern Hero. Col. Thomas S. Kenan in a few fitting words expressed the appreciation of the Board of Trustees and reported their resolution spread upon their minutes relating to the gift.

The following are the statistics of the Senior Class.

STATISTICS.

Average age—22 years 8 months.
" weight—150⅔ lbs.
" height—5 feet 7⅞ inches.
Number of brown eyed men—15.
" " blue eyed men—30.
Town boys—32.
Country boys—13.
Future professions:—

Lawyers, 7; Physicians, 3; Preachers, 2; Chemists, 3; Commercial men, 2; Teachers, 14; Manufacturer, 1; Journalist, 1; Mining Engineer, 1.

In the afternoon the band gave a concert on the campus, and the grounds were dotted over with strolling couples, alumni, students and happy groups of children. A little later the Senior Class in caps and gowns gathered, and marching to each of the old buildings around which the memories of their college life are clustered, gave them the college yell and a parting cheer of nine 'Rahs. It was a pretty sight and stirred up the hearts of alumni and of the professors who had for four years labored to fit these young men for their life-work and now saw that the time of parting had come.

Singing their class song the Seniors circled the Davie Poplar. The Pipe of Peace was passed around, a final clasp of the hand, a ringing chorus of the "Old North State," and the class parted.

REPRESENTATIVE CONTEST.

On Friday night the Representatives of the two Literary Societies met in their annual contest. The following young men spoke:

James McEntire Carson (*Di*). Rutherfordton, N. C. *Education and Nature.*

Paul Cameron Whitlock (*Di*). Rockingham, N. C. *The Truce of God.*

William Willis Brogden (*Phi*). Goldsboro, N. C. *Revolution and Life.*

Pleasant Daniel Gold, Jr. (*Phi*). Wilson, N. C. *Social Discontent*

James Daniel Parker (*Phi*). Benson, N. C. *Liberty and Law.*

Paul Tinsley Cheek (*Di*). Mebane, N. C. *The Poet of Democracy.*

The medal was awarded to Mr. P. D. Gold, Jr., of the Philanthropic Society.

THE GRADUATING EXERCISES.

I.

Prayer.

By Elder Pleasant Daniel Gold.

II.

THESES BY CANDIDATES FOR THE BACHELOR'S DEGREE.

Arthur William Belden. *The Relation of the Industries to the Development of Chemical Science.*

William Willis Boddie. *The Application of Geology to Agriculture.*

Percy Canaday. *Alfred the Great,—the Teacher King.*

William Donald Carmichael, Jr. *Milton as an Educator.*

Henry Groves Connor, Jr. *North Carolina during the French and Indian War.*

Samuel Pearson Copple. *Themistocles.*

Burton Craige. *Possibilities of the South in Literature.*

Thomas Judson Creekmore. *Pictures from Homer.*

William Andrew Crinkley. *Dramatic Elements in the Book of Job.*

Darius Eatman. *The True Language of Feeling.*

Allen Howard Edgerton. *Mountains: Classification, Structure and Theories of their Origin.*

Roberson Smith Fletcher. *The Reformer within the Church,—Savonarola.*

Ralph Henry Graves. *Origin and Development of the Judicial System.*

Stanford Hunter Harris. *The Beginnings of Scientific Mechanics.*

William Daniel Harward. *The Certainties of Religion and of Science Compared.*

Fabius Julius Haywood, Jr. *Relation of Mind to Body.*

William Johnston Horney. *Social Life in the Epic of Beowulf.*

Ira Nathaniel Howard. *The Eastern Triassic of North Carolina.*

William Stamps Howard. *The Hanseatic League and its Connection with Commerce.*

Ferdie Badger Johnson. *Organization.*

William Cobb Lane. *The Religion of Science.*

Jay Dick Lentz. *Saint Joan.*

Samuel Tilden Liles. *Judah's Reformer.*

John Archie Long. *The Gentleman, Farmer and Patriot.*

William Herbert McNairy. *Two Systems of Education.*

Adolphus Williamson Mangum. *Road Construction and Road Metals.*

William Starr Myers. *Harmony and Life.*

Oscar Newby. *A Quaker Town.*

William Johnson Nichols. *The Physician as a Moral Teacher.*

Lewis Lake Rose. *The Liabilities of Masters for the Negligence of Servants towards Third Parties.*

Edwin Sanders Smith. *The Growth and Use of the Writ of Mandamus.*

Wingate Underhill. *The Place of Feeling in Life.*

Lionel Weil. *A Study in Volcanology.*

Bryan Whitfield Weston. *A Comparison of Schiller's Räuber and Wilhelm Tell.*

Robert Vance Whitener. *The Scot in History and in Romance.*

Albert Franklin Williams, Jr. *The Application of Geology to Agriculture.*

Joseph Solon Williams. *The Value of Greek in Education.*

Joe Suttle Wray. *Burns and Whitman as Poets of Nature and Naturalism.*

Robert Herring Wright. *The Philosophy of American Life.*

Thomas Loftin Wright. *The Ethical Consciousness.*

III.

THESES BY CANDIDATEE FOR THE MASTER'S DEGREE.

Daniel Johnson Currie, A.B. 1889. *The Preposition ἐν in the New Testament Greek.*

IV.

ORATIONS.

Arch Turner Allen. *The Relation of Government to Freedom.*

David Baird Smith. *America in Civilization.*

Donald McIver. *Conflict between Knowing and Feeling.*

Sylvester Brown Shepherd. *The Growth of Law.*

V.

HONORS.

Junior Class.

Honors: Peter Harden Eley, Archibald Henderson, Charles Hughes Johnston, John Gilchrist McCormick, Percy Wood McMullan, John Daniel Parker, Edward Emmett Sams.

Sophomore Class.

Highest Honors: John Robert Carr, Thomas Jefferson Hill.

Honors: Marsden Bellamy, Claude Baker Denson, Jr., John Donnelly, James Edward Latta, William James Webb, Benjamin Benson Lane.

Freshman Class.

Highest Honors: William Frank Bryan.

Honors: Lester VanNoy Branch, Earnest Graves, John Franklin Green, John Wesley Greening, John Westmore Hinsdale, Kemp Plummer Lewis, Claude Lee Miller, David Preston Parker.

VI.

SPECIAL CERTIFICATES.

English: William Willis Boddie, Thomas Loftin Wright, William Johnston Horney.

Physics: Arch Turner Allen, Robert Smith Fletcher.

Biology: Albert Franklin Williams, Jr.

Geology: John Hawkins Andrews, Allen Howard Edgerton, Donald McIver, Lionel Weil.

Latin: Darius Eatman.

VII.

MEDALS AND PRIZES.

The Holt Medal. Archibald Henderson.

The Hume Medal. Robert Vance Whitener.

The Kerr Prize. Donald McIver.

The Jno. S. Hill Prize. John Gilchrist McCormick.

The Harris Prize. Edgar Newby.

The Worth Prize. Sylvester Brown Shepherd.

The Materia Medica Prize. Edwin Jones Nixon, William Jackson Weaver.

The Manning Prize. Lewis Lake Rose.

The Early English Text Society Prize. William Johnston Horney.

The Representative Medal. Pleasant Daniel Gold.

The Willie P. Mangum Medal. David Baird Smith.

IX.

DEGREES IN COURSE.

Bachelor of Arts.

Burton Craige, (*magna cum laude*)
William Andrew Crinkley,
Thomas Judson Creekmore,
Darius Eatman, (*magna cum laude*)

Ralph Henry Graves, (*magna cum laude*)
William Daniel Harwood,
Fabius Julius Haywood, Jr., (*cum laude*)
William Johnston Horney,
William Cobb Lane, (*magna cum laude*)
Samuel Tilden Liles,
William Starr Myers, (*cum laude*)
Sylvester Brown Shepherd,
Wingate Underhill, (*cum laude*)
Robert Vance Whitener, (*cum laude*)
Albert Franklin Williams, Jr.,
Joseph Solon Williams, (*magna cum laude*)
Joe Suttle Wray,

Bachelor of Philosophy.

Arch Turner Allen, (*magna cum laude*)
William Donald Carmichael, Jr.,
Allen Howard Edgerton, (*cum laude*)
Robert Smith Fletcher,
John Archie Long,
William Herbert McNairy, (*magna cum laude*)
Oscar Newby,
David Baird Smith, (*cum laude*)
Lionel Weil, (*magna cum laude*)

Bachelor of Science.

Percy Canaday,
Samuel Pearson Copple,
Henry Groves Connor, Jr., (*cum laude*)
Stanford Hunter Harris,
Ira Nathaniel Howard,
William Johnson Nichols,
Bryan Whitfield Weston, (*cum laude*)
Robert Herring Wright, (*cum laude*)
Thomas Loftin Wright, (*cum laude*)

Bachelor of Letters.

Arthur Williams Belden,
William Willis Boddie,
William Stamps Howard,
Ferdie Badger Johnson,
Donald McIver, (*cum laude*)
Adolphus Williamson Mangum.

Bachelor of Laws.

Lewis Lake Rose,
Edwin Sanders Smith.

Master of Arts.

Daniel Johnson Currie, A.B. 1889.

Master of Science.

Robert Ervin Coker, S.B. 1896.

X.

ANNOUNCEMENTS AND APPOINTMENTS.

Clinton White Toms, to be Professor of Pedagogy.

Edward Vernon Howell, to be be Professor of Pharmacy.

Henry Farrar Linscott, to be Associate Professor of Classical Philology.

George Phineas Butler, to be Instructor in Mathematics for 1897–'98.

Samuel May, to be Instructor in Modern Languages for 1897–'98.

William Cunningham Smith, to be Instructor in English for 1897–'98.

Harry Elsworth Mechling, to be Instructor in Physical Culture for 1897–'98.

XI.

Benediction by the Rev. L. W. Crawford.

PRESIDENT ALDERMAN'S SPEECH OF ACCEPTANCE OF THE BUST OF GEN. LEE.

President Smith, young gentlemen of the class of 1897,—ladies and gentlemen:—

In behalf of the University, I accept with profound gratitude this filial offering, and shall cause it to be set up in the University library along with all the mighty dead whom we have gathered there for the contemplation of future generations of young men.

I can not think of a fitter or more beautiful thing to do than the thing you have just done in giving to your Alma Mater this noble gift. And I think this to be so whether one considers the gift itself, the motive back of the gift, or the character of the imperial man whose regnant face looks out upon us.

It seems to me a promising sign that we deem it well to put some admixture of the beautiful into our manly, sturdy, homely life. Through some confusion of thought, confounding ostentation and vain display with true beauty, we have somehow missed the enormous disciplinary value of beauty to restrain and enlarge and uplift. Beauty, I am sure, is the final expression of all things. When a human life, for example, keeps its first bloom unassailed and grows round and whole and entire as this life grew, as our last word we declare it to be a beautiful life.

After the meagre, rocky earth has been pre-

pared by elemental labor through centuries for its fruitful task, then blooms the flower on the mountain side with a touch of imperishable beauty resting for a moment on its bright petals. And so I am grateful for the gift for this reason.

I am glad, too, that you have begun thus early to be good to Alma Mater. It is well to begin early, before the prison house shuts too closely down and emotion hardens into prudence. One cannot be too kind to one's mother, whether that mother be the dear figure who nourished our helpless youth with the patience of love that knows not weariness, or the foster-mother that leads one with firm and gentle hand into the world of thought and spirit.

And now what may I say of Robert E. Lee that all the world has not better said? His fame is so secure and so well lit up with history's everlasting lamp that silence seems a fitter thing than speech. The South has seen much of bitterness and wormwood in these latter decades, but we should never cease to be grateful to the God of nations that he had us enough in his care to choose for our leader this stainless man "whose strength was as the strength of ten because his heart was pure." So large and ample in nature, so gifted with royal genius—even the warrior's genius—and yet so merciful, so sweet-tempered and withal so good. "Be a good man, Lockhart," said great Sir Walter as he lay dying on that October day, and such has been the message of Robert Lee to the youth of the land he loved so well.

It is hard to think of General Lee as living in our shifty, stormy era. He lived so loyally with the highest that he seems most at home in the high-statured days of old "when into grander forms our mortal metal ran."

It was Washington's all cloudless glory to save his country. So much cannot be said of Lee. Indeed, we are all glad that his mighty gifts did not suffice to carve out another empire on this continent and make us all aliens to the flag that floats over all Americans. Yet he has done even more than his great prototype. He has become an ideal to a whole land, incarnating their aspirations of manliness and realizing their dreams of right living. If Lee had been other than he was in '65, if he had been smitten with some madness for glory like the great Emperor of the French, we might not have to tell that proud story of weary men returning to find bread to eat, clean in honor if broken in heart, but rather some mad orgy of despair and revolution.

But this man who stood for us in the great struggle did not spell glory out of life but duty, and he saw God in his heaven and in all the wide earth. So our hero is not some strange portent, half demon and half angel, "in whose brain the eagles of inspiration built their eyries and in whose breast hissed the serpents of ambition," as Heine said of Napoleon, but a great, beautiful, resolute man unshaken by victory and undismayed by disaster and counting himself but little if the deed were done worthily.

I hold in my hand a letter written by General Lee at a moment when harrassed by a multitude of cares he must have foreseen inevitable defeat. It is not written to any great official but to a simple gentleman.

HEAD'QRS. RAPIDAN, 26 Nov., '63.

My Dear Sir:

In answer to your note of the 20th inst. it grieves me to state that I know of no way of recovering the body of Capt. H. A. Jordan from the field of Gettysburg. Should the place of his interment be known and be so marked as to be recognized, which his company officers can alone tell, I see no way of indueing the Federal authorities at this time to grant the privilege of visiting it for that purpose.

Though deeply sympathizing with his sorrowing mother, and appreciating the feeling which induces the desire to have near her the remains of her gallant son, I know of no more fitting resting place for a brave soldier, than the battlefield on which he has laid down his life in the defence of the rights of his country. I am with great respect

Your ob't serv't,

R. E. LEE.

To Mr. R. H. Graves.

This seems to me, when all is considered, a very great letter. Napoleon declaiming around the pyramids strikes one as an hired actor to this grave and reverent spirit.

ADDRESS BY HON. W. L. WILSON.

Hon. William L. Wilson, President of Washington and Lee University, of Virginia, delivered the commencement address before the large audience assembled in Memorial Hall for the commencement exercises. The following is a synopsis of the address:

After alluding in a few fitting words to the University's glorious past and hopeful future, the speaker continued:

"Of all the cheering statements in President Alderman's address, none, in my judgment, throws so certain and bright an augury over that future as his enumeration of the young men who, by their own efforts, are working their way, through difficulty and obstacle, to university education, and to the power, influence and responsibility which university education brings in a democratic country. Self-reliance, energy and enthusiasm are the great forces of the world, and, when directed to worthy purpose and enlightened and guided by intellectual and moral training, win victories and achieve results that add to the progress and happiness of mankind. The state that clears from the pathway of her sons barriers too great for their strength. but leaves obstacles that put that strength to its greatest tension, is raising a hardy progeny for her own service and for the service of mankind. And out of such struggles also is freedom born.

If the builders of the American Union acted on the principle that a people to be free must take their government into their own hands, the builders of both the Union and the University acted on the principle, founded alike in reason and experience, that self-government was a task too great to be entrusted to weak and ignorant hands. If we glance backward over the centuries in search of free governments, we see but the wrecks of their short-lived and stormy existence. The Washingtons and Madisons and Hamiltons, the Martins, Blounts, Davies, Williamsons and Speights, were never deluded by the idea that free institutions were an easy thing to establish or to perpetuate. Nor did they dream, wise, able and patriotic as they were, that out of their wisdom and statesmanship they could create a durable system by any piece of paper they might devise and sign in the Federal Convention. They knew, and they guided their actions by the knowledge, that governments are not made to order, and that free government of all others is the rarest, slowest and most precious growth of the centuries.

There is to-day, and there can be, no stable freedom except historic freedom. Names, constitutions, even universal suffrage signify little; the potential energy, the living spirit of freedom is found in none of these, nor yet in charters or bills of rights, or declarations or statutes, but in the individual enlightenment and morality of the people and in their devotion to personal liberty.

Institutions cannot make a free people; a free people will make free institutions. The great South Carolina statesman, who pondered more deeply the principles of government and the philosophy of liberty than any other man in our history, summed up the result of his reflections in the words that should be written over the portals of every legislative chamber and every great school of learning in America: "Liberty is a reward to be earned; a reward reserved for the inteligent and the patriotic, the virtuous and the deserving."

It is no less difficult to preserve than to achieve. In the progress of civilization it may become more difficult. Effectual public service and sagacious leadership cannot be easier in a country of seventy-two millions than it was in a country of twenty millions, for which Mr. Calhoun penned these pregnant words. If every year's successful progress tends to strengthen our freedom, every year's material progress tends to give new gravity to old problems and to front us with new and more difficult ones.

How shall we deal with such a bewildering series of old and new questions by universal suffrage and preserve unharmed our historic freedom amid the din and contention of angry controversies? Will the people turn for leadership to the intelligent and patriotic who have earned the reward of liberty and can preserve it, or be led off by the ignorant, selfish and crafty who never earned that reward and never can preserve it. And where does the responsibilty for wise leadership fall so directly as upon those who are trained for citizenship in the great schools founded and maintained by the states?

Government by public discussion can succeed only upon two conditions: that the people, who are to decide, listen to the discussion of public questions with minds open to the truth, prefer sound reasoning to false reasoning, and finally act under the obligation of virtue and patriotism; and that these who attempt to lead the people shall give them the real results of honest, intelligent and careful study of public issues.

The educated man who shirks the responsibility of citizenship, or who regards politics as an arena for the gratification of selfish ambition, merits a condemnation greater than that which belongs to his less favored countrymen.

If therefore, young gentlemen, I say to you this morning that politics is a duty which no ed-

ucated man can shirk, a duty which you especially owe to your state and country, I can add for your encouragement that it is also an arena where great battles are to be fought; great objects to be achieved, worth growing older and grayer for; great honors to be won; and what can never be forgotten, great courage and virtue to be displayed.

A political career entered upon with less inspiring motives, or pursued with less patriotic virtue, may secure you place but not abiding honor. The men whose memories we revere were not the mere place-holders, the successful wire-pullers, but the strong and useful patriots who led their fellow citizens along the rugged and upward paths of political safety.

Whether any of your names are to be written with imperishable lustre among those whom this university shall honor in days to come as her worthy contribution to the service of the State, will depend upon the spirit with which you dedicate yourselves to that service. You will never lack great battles to fight, great objects to accomplish, great errors and abuses to vanquish, great dangers to avert; and you cannot forget, unless you wilfully take selfish ambition as your guiding star, the vital condition of our free institutions, that liberty is not a boon bestowed on the weak, the ignorant, the unpatriotic and the undeserving, but the highest and noblest reward of moral and intellectual development.

MEETING OF THE BOARD OF TRUSTEES.

In the absence of the Governor, Col. Thos. S. Kenan was elected to preside over the meeting. Present, T. S. Kenan, presiding, K. P. Battle, R. H. Battle, J. S. Carr, J. W. Fries, P. D. Gold, J. W. Graham, A. W. Haywood, R. H. Lewis, Fred Phillips, W. D. Pruden, Z. B. Walser, W. T. Whitsett, F. D. Winston, also President Alderman and Geo. E. Butler, whose term as trustee is to begin Nov. 30, 1897.

The report of the Committee of Visitation, Messrs. Lusk, Carr and Weil, was then read and was singularly able and exhaustive.

It was resolved that the appropriations recommended by the committee of visitation be made so far as the funds in the treasury permitted.

It was further resolved that the committee for the erection of Alumni Hall be instructed to procure from a good architect plans for a Hall at a cost not to exceed $25,000.

On motion Col. J. S. Carr, J. W. Fries, and Dr. R. H. Lewis were added to the present building committee for Alumni Hall, to-wit, President Alderman, F. D. Winston and Locke Craig.

The meeting then adjourned.

THE ALUMNI ASSOCIATION.

An enthusiastic meeting of this Association was held in Gerrard Hall on Wednesday morning at 9:30 o'clock.

Dr. Chas. D. McIver submitted his final report as to the condition of the Alumni Aid Fund. It was decided to discontinue that fund, and in lieu of that to solicit an annual fee of $1.00 from every living Alumnus for the purpose of publishing a handsome illustrated Annual containing an epitome of the life of the University for each year. It is hoped that every alumnus will rally to this idea.

THE SUMMER SCHOOL OF GEOLOGY.

This school was organized at King's Mountain in June, 1893, to enable students to gain in the field some practical experience in the details of geological work. Professor Cobb had for several seasons been engaged in field work there, and had fitted up a laboratory for the use of students. At the second session, in 1894, a more advanced course was given, in addition to the elementary course. The University owns a six acre lot and a small house near the village, the gift of several public spirited citizens, and it is hoped that the funds may be secured for building there a permanent laboratory. The region is peculiarly rich in geological problems, and in materials for the study of economic geology and mining.

The fifth session of the school began at Chapel Hill on the 9th of June, 1897. This year the class will study the geologic structure of the Newark rocks and the character of the most typical ancient lavas, by a series of excursions from Chapel Hill, and on the road between Chapel Hill and Sanford. There will be a series of short excursions from Cumnock and from Sanford to see, in addition to the Newark, the structure exhibited by the unconsolidated deposits of the Lafayette and Columbia. The return to Chapel Hill will be by the eastern border of the Triassic, and the crystalline schists near Raleigh and the older volcanics near Cary.

Students who so desire may accompany the instructor, after the close of the Summer School for teachers, in an examination of the coastal plain formations and of the Wadesboro Newark.

LITERARY ACTIVITY OF FACULTY AND ALUMNI.

EDWIN A. ALDERMAN, PH. B. 1882, D.C.L.

President Alderman has delivered Commencement addresses before the Charlotte Graded Schools, May 19; the Salem Boy's School, May 20; and the Concord Graded School, May 21.

KEMP P. BATTLE, A.B. 1849, LL.D.

1. Address at the close of Fairview Academy, May, 1897, On "The Dignity of the Teacher's Calling and Importance of Higher Education."

2. Before the citizens of Faucett's township, Alamance county, at Union Ridge Academy, October, 1896. "History of the Constitution of North Carolina."

3. At the Christian Methodist Church in Caswell County, October, 1896. "St. Paul at Athens."

4. At the close of Damascus High School, April, 1897. "The Practical Value of Education."

5. At the close of Raeford Academy, May, 1897. "The Value of Higher Education to Farmers."

Dr. K. P. Battle has written for Major Dowd's Life of Vance a chapter reviewing the career of the distinguished senator while a student at the University. He has also made progress in his history of the University of North Carolina. In addition to this he has provided the Hellenian for 1897 with a chapter on the places of interest around Chapel Hill.

THOMAS HUME, D.D., LL.D.

1. John Milton and the Baptists. North Carolina Baptist Historical Papers, Jan. 1897.

Dr. Hume has recently delivered lectures or read papers before the Literary Club at Smithfield, Johnson county, on Shakespeare's Treatment of Historical Subjects; before Elon College on Wit and Wisdom in Oliver Wendell Holmes; before the University of North Carolina on the Making of the English Bible; before the Southern Baptist Educational Conference on the Place of the Bible in a College or University Course.

NEEDHAM B. COBB, A.B. 1854, D.D.

The Colonial Baptists of North Carolina. North Carolina Baptist Historical Papers, Jan. 1897.

LEONARD CHARLES VANNOPPEN, A.B. 1892.

1. Vondel's Lucifer. A metrical translation from the Dutch. By Leonard Charles van Noppen. Illustrated by John Aarts. London and New York: Continental Publishing Co.

KARL P. HARRINGTON, M.A.

One of the Debts of Roman Literature to Early Roman Tragedy. Proceedings of the American Philolgical Association, Vol. XXVII. p. 29.

STEPHEN B. WEEKS, A.B 1886., PH.D. 1888.

Libraries and Literature in North Carolina. Annual Report American Historical Association, 1895.

Dr. Stephen B. Weeks has published his address delivered at the Centennial Celebration of the opening of the University of North Carolina in the Southern Historical Society Papers, vol. xxiv. It is entitled "The University of North Carolina in the Civil War."

A. H. ELLER, A.B. 1885, has issued in pamphlet form his address delivered upon the same occasion. The title is "The New University."

Those who were present at the Centennial Celebration and heard these two addresses will appreciate the fact that they have been given a permanent record and are placed within the reach of a wide circle of readers.

DONATIONS TO THE LIBRARY.

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U. S. Government, 150.
The Werner Company, 6.
Wilson, Rev. N. H. D., 2.
Winston, G. T., 2.
Venable, F. P., 1.

Total 225 volumes.

The *Hellenian* for 1897, an annual published by the Greek Letter Societies, forms a very handsome souvenir of the University. It contains sketches of the grounds, the faculty, University and student organizations, and much that would be of interest to alumni. It is handsomely and profusely illustrated. Copies can be secured at $1.50 each by addressing W. T. Patterson, Bursar.

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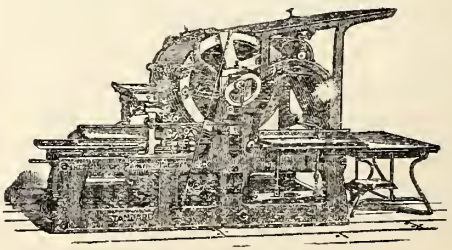

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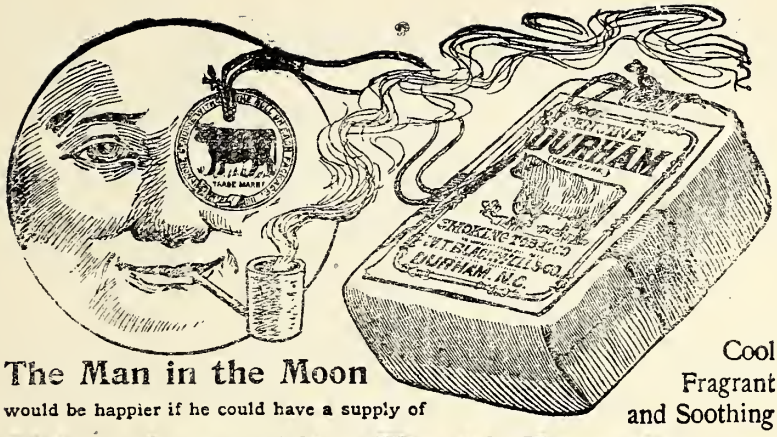

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